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ABSTRACT

The report describes Project UNIQUE (Underachievers Needing Individualized and Qualitative Unique Education) for gifted underachieving students in grades 3-6, stressing three major instructional components: (1) an affective curriculum; (2) a differentiated curriculum; and (3) a study skills curriculum. The program includes inservice involvement of classroom teachers, parent involvement, small student groups (four to seven students) meeting for weekly teaching sessions, and specially developed instructional materials. The instructional materials include diagnostic packets and sets of lessons addressing affective development, study skills, and individual learning styles. Each of the program components is presented in outline format including objective, rationale, explanation, and outcome or evaluation. Also included is an evaluative study of the project which found that the program had a positive impact on participants. A variety of evaluation forms for use by teachers, parents, and students are included as well as 21 lesson plans. Includes 49 references. (DB)

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PROJECT U.N.I.Q.U.E.

A Program Addressing The Needs of the Gifted Underachiever in Grades 3 - 6

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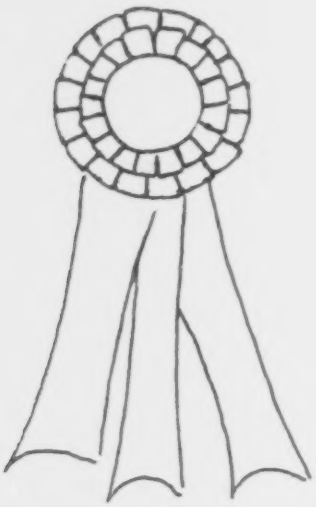

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Abstract

Research and professional observation shows that underachieving gifted students are those who exhibit a disparity between academic aptitude and academic achievement. Their self-esteem is low and study habits poor. The gifted underachievers are the most neglected student population in America in terms of having a systematic approach to address their needs.

Project U.N.I.Q.U.E., a program for underachievers needing individualized and qualitatively unique education, is a systematic approach in working with the gifted underachiever. Within this program are three basic components: an affective curriculum, a differentiated curriculum and a study skills curriculum -- all of which have been repeatedly cited as lacking in the education of these children. Therefore, the objectives of Project U.N.I.Q.U.E. are designed to meet the above needs.

The format, all developed curriculum, in-service materials, tests and evaluation forms will be created in easily adapted and reproducible packets which can be used by other districts interested in establishing a much needed program for their gifted underachievers.

Underachieving gifted children constitute one of the most neglected student populations in American today. This is a problem which often goes unrecognized and untreated, manifesting itself in ineffectual academic performance coupled with a dysfunctional pattern of classroom behavior. Devoid of a systematic approach for addressing the needs of such children, their failings have been a national tragedy of wasted potential.

Research into the gifted underachiever indicates that these children frequently become entrenched in a downward behavior spiral from which they cannot easily disengage themselves.

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RATIONALE FOR PROGRAM

HISTORICAL PERSPECTIVE

In 1971 the Congressional Report by the U.S. Commissioner of Education (The Marland Report) established that "there is an enormous individual cost when talent among the Nation's children and youth (gifted and talented youngsters) goes undiscovered. These students cannot ordinarily excel without assistance" (The Marland Report, p.3). Hence, it was set forth as part of the Federal requirements for these children that they are to be given "differentiated educational programs and/or services which go beyond those normally provided by the regular school program in order to realize their contribution to self and society," (The Marland Report, p.4).

Since the issue of The Marland Report, most districts have made good by creating some type of program for the gifted and talented youngster where an undifferentiated curriculum exists. However, as Ziv Avner states in (Counseling the Intellectually Gifted Child), pp. 43-50), many gifted underachievers develop problems by not being recognized as such.

According to James J. Gallagher, (Teaching the Gifted Child), 1985, p. 416), not only are there problems with the gifted underachiever and teacher relationships, but research studies have indicated family-child problems as well.

These gifted underachievers are the "imperfect children" -- the children who do not exemplify the child any teacher would love to educate and have in class. As listed in (Growing Up Gifted), by Barbara Clark, p.280), many of the characteristics of the gifted underachiever smack of negative, antisocial behavior which for many teachers is a thorn in their sides.

WHAT CAN THE SCHOOL DO TO HELP?

Deciding who is an underachiever is somewhat arbitrary but most research also shows that underachieving gifted students are those who exhibit a disparity between academic aptitude

and academic achievement. Because the underachiever also exhibits low self esteem and poor study skills, programs must be developed that aid that child in a variety of ways.

To date, few programs incorporate affective education as well as a differentiated curriculum for the gifted underachiever in the elementary schools. Most studies conclude that in working with the middle school or high school underachiever, Remediation may be too late. Statistics show "that of the top 10% in a high school graduating class, it has been estimated that at least 27% did not continue their education...the earlier the remediation starts, the more effective it is" (Growing Up Gifted, p. 283).

"Ideally someone in the school district should be responsible for identifying underachievers, marshalling the school's existing resources to help them and creating new programs to alleviate and perhaps prevent the problem". (Robert McCall, What to Do When They Can But They Won't, Learning Magazine, November/December 1985, p. 64.)

Though budgets are tight and teachers are overburdened....this is not a frill -- this is basic education for the capable.

The beauty of Project U.N.I.Q.U.E. is that it is research based and is a multi-faceted program which addresses this neglected population in a cost effective way.

OVERVIEW OF PROJECT U.N.I.Q.U.E.

UNDERACHIEVERS NEEDING INDIVIDUAL AND QUALITATIVELY UNIQUE EDUCATION

WHAT - A program for students in grades 3-5 who exhibit a marked disparity between their intellectual aptitude and academic achievement. These students often do not qualify for inclusion in a regular gifted program nor does a traditional classroom meet their needs. This program is designed to be the bridge that helps them reach their full potential.

PROJECT U.N.I.Q.U.E. has a built-in obsolescence factor. It is among the goals of this program that students be given the necessary tools to successfully re-enter the classroom, become accelerated, enriched and/or become more self-actualizing individuals.

In order to implement such a program, the following issues must be considered. These factors, as they are applied in the Marlboro Township School System are presented parenthetically and may serve as a guide to implementation.

A. Identification of the gifted underachievers to be serviced (*45 students identified/1,200 total population in grade 3-5).

B. In-service involvement of classroom teachers (4 hrs/yr. - 35 teachers/15 hourly).

C. Parental involvement (3 hrs/yearly).

D. Staffing (2/5 position for PROJECT U.N.I.Q.U.E. implementation).

E. Group size (4-7 students/group optimum).

F. Facilities (classroom or teaching space 50 min/week for 10 groups).

G. Instructional materials (PROJECT U.N.I.Q.U.E. manual and lessons - created and ready for distribution by Marlboro Township).

WHO - Identified underachieving gifted students in grades 3-5 who exhibit one or more of the following characteristics:

A. Low self esteem

B. Feelings of being rejected and/or victimized

C. Lack of academic skills, self-discipline and study habits

D. High degree of distractibility, impulsiveness and humor

E. Inappropriate classroom behaviors

F. Immaturity and unwillingness to face realities

G. Sloppy work and wide mood swings

H. Divergent thinkers that challenge authority

I. Poor grades

J. Low scores on standardized tests

WHY - Underachievers are the most neglected population in America in terms of having any systematic approach that addresses their needs. These students often disrupt classrooms and have little success in school. It is our nation's tragedy when their potential is not realized. Many programs, unlike Project U.N.I.Q.U.E., have limited success as they don't address the totality of underlying factors (as listed above) which bear upon underachievement.

HOW - By creating a program for the individual gifted underachiever. The program is set up as a three pronged approach to deal with the problems of the gifted underachiever. These prongs are:

1. A differentiated curriculum to deal with the disparity between academic aptitude and academic achievement.

2. An affective curriculum to focus on self-esteem.

3. A study skills curriculum to improve poor study habits.

In addition, the total program package is designed to facilitate:

A. Student identification and diagnosis

B. Teacher in service/involvement

C. Parental involvement

D. Staff selection

E. Group size determinants

F. Faculty assessment

G. Instructional materials include:

1. Diagnostic packet and complete set of lessons for affective education

2. Diagnostic packet and complete set of lessons for study skills education

3. Diagnostic tools and guidelines for differentiating curriculum according to individual learning styles

4. Assessment tools for measuring student growth

COMPONENTS OF PROJECT U.N.I.Q.U.E.

I. IDENTIFICATION/DIAGNOSIS

OBJECTIVE: To identify the underachieving students in grades 3 - 6 and determine their areas of strengths/weaknesses.

RATIONALE: Determining who are the gifted underachievers and what are their strengths/weaknesses is of primary importance if one is to address this problem adequately.

EXPLANATION: The following is the identification procedure and materials needed:

1. Project U.N.I.Q.U.E. teacher uses student records of all 3 - 6 graders to chart I.Q. scores 130+ and total battery achievement scores below 80% local norms (these guidelines can be adjusted for individual district's needs). These scores create a general pool of students for consideration. These scores are listed on the Project U.N.I.Q.U.E. initial screening form.

2. Project U.N.I.Q.U.E. teachers, classroom teachers, guidance counselors, and parents give information on students via the following instruments:

   a. Inventory of behavioral characteristics

   b. Study skills inventory

   c. Report card grades

   d. Anecdotal form

   This information is charted on the Project U.N.I.Q.U.E. identification and evaluation matrix (see attached sample.) This information is put with test data to refine the list of possible U.N.I.Q.U.E. candidates.

3. Form letters are given to parents and teachers which explain the program, elicit feedback, and give pertinent information.

4. From this information a list of students with demonstrated need for Project U.N.I.Q.U.E. is created.

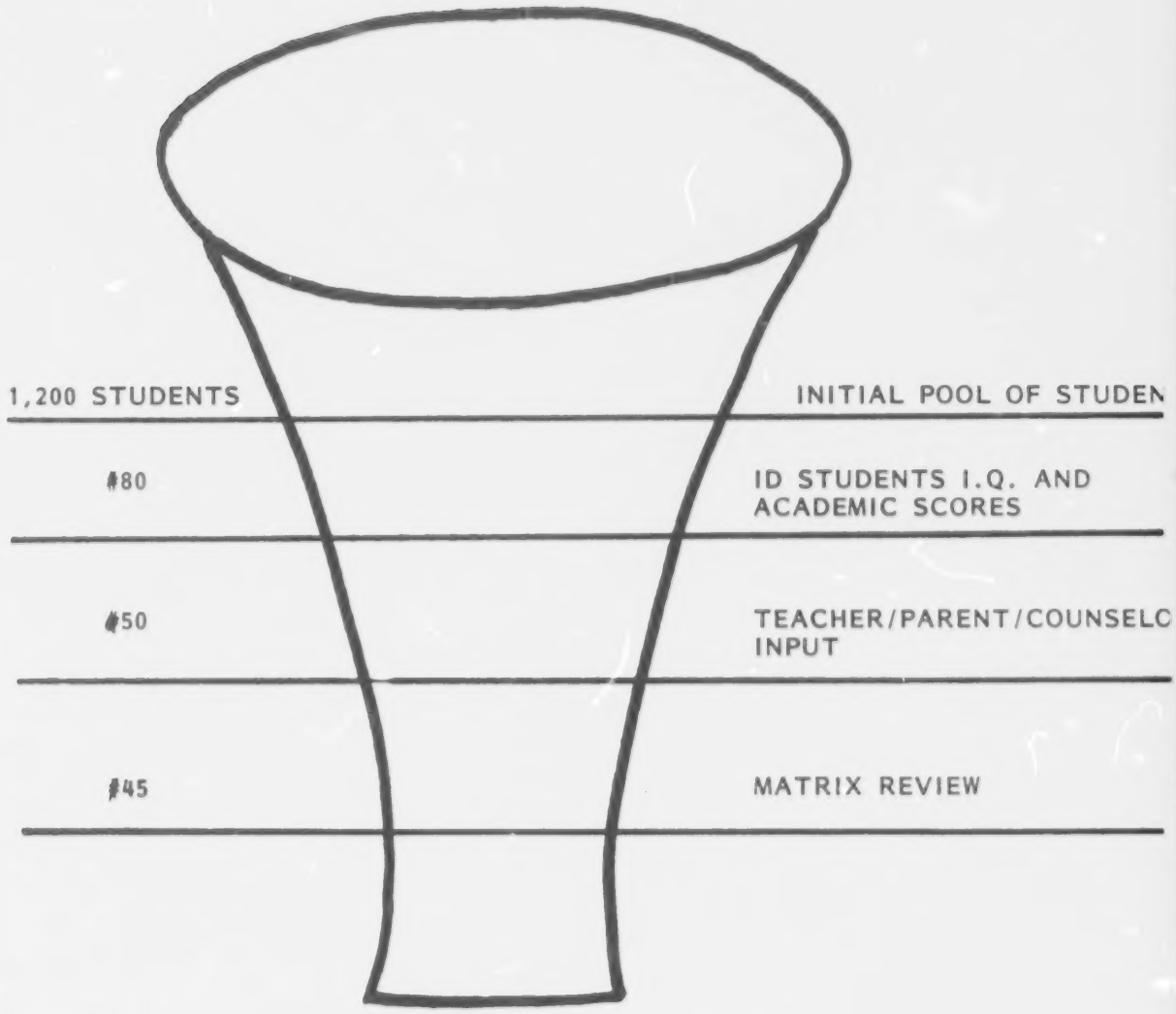
5. Students are now screened for specific strengths and weaknesses through the use of the following diagnostic tools:

   a. Student Achievement Diagnostic Form

   b. Project U.N.I.Q.U.E. Student Attitudinal Scale

   c. Learning Styles Inventory

OUTCOME(S): A student population to participate in Project U.N.I.Q.U.E.


1,200 STUDENTS
INITIAL POOL OF STUDEN
#80
ID STUDENTS I.Q. AND ACADEMIC SCORES
#50
TEACHER/PARENT/COUNSELO INPUT
#45
MATRIX REVIEW

II. TEACHER-IN SERVICE

OBJECTIVE: To enable the teacher to become cognizant of the characteristics/behavior/motivation or lack of motivation of the gifted underachiever as well as to create for the teacher a repertoire of strategies to stimulate the gifted underachiever in order to engage her/him in appropriate activities according to learning styles.

RATIONALE: Gifted underachievers are handicapped by the school's tendency to screen them out of gifted programs based on their behavioral characteristics. Often displaying negative characteristics which are so judged by teachers who only understand "traditional" behavior, gifted underachievers are all too frequently subject to punitive treatment or become unmotivated because of a failure to recognize their problems.

EXPLANATION: At a general in-service meeting for school staff the following is explained:

1. Student Identification Procedure -

2. Student Learning Styles Inventory - Students complete the "Learning Style Inventory - A self-diagnosstics tool to assess learning style preferences (developed by Hanson & Silver 1980) which is used to identify the learning style of the student as well as make the classroom teacher aware of the teaching strategies which can be effectively employed in educating the gifted underachiever. (Inventory may be purchased separately.)

3. Teacher Learning Styles Inventory - Teachers will complete a "Learning Styles Inventory - A self-diagnostsics tool for adults to assess learning style preferences similar to that completed by students so that they will be aware of how they function/learn in a variety of situations.

4. Teaching Styles Inventory - Teachers will complete "The Teaching Style Inventory --

   A self-diagnostics tool to identify one's preferred teaching style (Hanson & Silver, 1980) in order that they may become cognizant of their preferred teaching style. Being conscious of the variety of teaching styles also enables the teacher provide learning opportunities in a student's preferred style. Furthermore, the utilization of a variety of teaching styles creates a maximum learning environment as it aids each student to integrate the information acquired in each of the other styles.

   (Note: An explanation/overview of Adult Learning Styles/Teaching Styles will occur at the first teacher in-service. Another teacher in-service will follow to fully explain and actually give learning style assessments to those teachers who are new or would like a review of this diagnostic tool.)

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A. Sensing/Feeling (SF):
-interested in group activities where feelings are shared
-prefers to learn about things which directly affect people's lives
-often needs reassurance that what she/he is doing is correct

B. Sensing/Thinking (ST):
-enjoys learning factual information and engages in activities where there are correct answers (i.e. fill in the blank, multiple choice, etc.)

-prefers organization, systematic learning and a teacher-directed environment
-enjoys activities that have rules and where specific learning can be put to immediate use

C. Intuitive/Feeling (NF):
-enjoys activities which allow her/him to use her/his imagination
-prefers open ended questions, and problems where brainstorming solutions is encouraged
-generally is non-conforming and, therefore, thrives best in a flexible, creative atmosphere with a minimum number of restrictions

D. Intuitive/Thinking (NT):
-enjoys the challenge of working with theoretical models, constructs, and ideas
-enjoys the reasoning/analytical process and its use in perceiving logical relationships between people, places, and things
-feels at ease with her/himself in dealing with abstract symbols formulae

According to Hansen & Silver, "Teaching for maximum learning requires that the teacher provide opportunities for each student to learn his/her own preferred or favorite style. Maximum learning also requires that the teacher help each student integrate the information and experience acquired in each of the other styles. Learning is the process of functioning effectively across each of the styles. As flexibility is acquired, learning becomes more powerful, more meaningful and useful." (Teacher Self-Assessment) Hanson & Silver 1980, p. 38).

OUTCOME: The classroom teacher will become more knowledgeable in the following areas:

1. identification/characteristics of the gifted underachiever

2. Project U.N.I.Q.U.E. (overview) as a systematic program for the gifted underachiever

3. learning styles as it relates to the gifted underachiever

4. learning styles as it relates to the adult teacher

5. teaching styles as it relates to the teacher's dominant teaching style as well as the student's learning style

6. developing and implementing strategies appropriate for the gifted underachiever

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III. PARENTAL INVOLVEMENT

RATIONALE: Parents need to recognize their child as being a gifted underachiever. Parents will help students at home through guidelines presented at conferences and via phone calls, letters and updates.

OBJECTIVE: To elicit parental involvement and support of their gifted underachiever.

EXPLANATION: In order to involve the parent of the gifted underachiever in the Project U.N.I.Q.U.E. program the teacher must:

1. Send an explanation letter with parental permission for the gifted underachiever to be included in the program.

2. Send the Inventory of Behavioral Characteristics and the Study Skills Inventory with parental permission letter to pre-test student traits.

3. Have parents sign goal sheets, proposed study schedules and student contracts in order to monitor student progress throughout the year.

4. Explain the program in detail at first parent conference.

5. Monitor student progress and relay same to parents in subsequent conferences, phone call and letters.

OUTCOME: Parents will become more cognizant of the underlying factors/behavior as well as establish a nurturing and supportive environment in which the gifted underachiever can flourish.

IV AFFECTIVE CURRICULUM

OBJECTIVE: To increase the students' level of positive attitudes toward self, others and school.

RATIONALE: Research shows that gifted underachievers often exhibit weaknesses in the areas of self-esteem, relationships with others and attitudes toward schoolwork. Parents and teachers concur that these problems often hinder the child's success in school.

EXPLANATION: Students are given the Project U.N.I.Q.U.E. Student Attitudinal Scale which shows areas of strengths and weaknesses in the affective domain. The results are charted on matrices (see matrix attached to "Identification Section"). These are used to develop individual goals and set the direction for the affective lessons. The four major areas stressed are (1)self-esteem, (2) relationships with peers, (3) relationships with adults, (4) perception of academic performance.

A series of lessons has been developed to be used throughout the year and is incorporated into the classroom manual which is a part of the complete program. These may be adapted to fit the individual and small group needs of any district. The lessons have been designed to take 40-50 minutes.

Each student creates goals based on affective areas in which they would like to improve. With the help of the Project U.N.I.Q.E. teacher, the students list the steps they must take to reach their goals, difficulties they may face with each step, how they can handle the difficulties, who can help them, and when each step should be accomplished.

Goal sheets called "Goalbusters" will be completed by the student and checked by the Project U.N.I.Q.U.E. teacher, the classroom teacher and parent to monitor student progress. At the end of the year, students will complete the attitudinal scale.

OUTCOME(S): Students will have acquired more positive attitudes toward self, others and school as needed.

EVALUATION: The student's ability to develop a more positive attitude toward self, others, and school as measured by a pre/post test of the Project U.N.I.Q.U.E. Student Attitudinal Scale.

V STUDY SKILLS CURRICULUM

OBJECTIVE: To develop better study skills.

RATIONALE: Gifted underachievers have been found to have poor study habits. They are often disorganized, messy and have inadequate time management skills. They are easily distracted and have trouble following directions. They need an understanding of how to develop a systematic approach to school work.

EXPLANATION: Students complete the Study Skills Inventory. The results are compared to those obtained from parents and classroom teachers. Project U.N.I.Q.U.E. teacher and students discuss the findings and determine the areas of greatest need. Students write goals in the same format as described in Section IV - Affective Curriculum.

A series of lessons has been developed to be used throughout the year. The lessons deal with (1) following directions (2) securing information (3) organizing tasks (4) working with the others (5) test taking skills and (6) creating individualized study schedules. These are incorporated into the classroom manual which is part of the complete program. These lessons are approximately 40-50 minutes long and are adaptable to the needs of any group of gifted underachievers.

Students develop individual study schedules that are monitored by parents and teachers. The development of individual study schedules affords the child the opportunity to "visually" see her/his task commitment as well as goal achievement.

Example of study skills lesson follows.

OUTCOME(S): Students will develop improved study skills.

EVALUATION: The students' ability to improve their study skills as measured by the pre/post study skills inventory and the implementation of appropriate study schedules.

LESSON #5

OBJECTIVE: Given a study schedule and criteria, the learner will demonstrate the ability to create an appropriate study schedule for a week.

LENGTH OF TIME: 45 minutes

MATERIALS: Students will receive a blank study schedule presented on the following page. Several study schedules should be copied for each student as they will be evaluating them and creating them as needed.

PROCESS: Teacher will discuss the importance of creating study schedules and emphasize that they should be created by the individual according to need and time constraints.

Teacher will present a blank study schedule to each student and ask each student to do the following:

1) Fill in name

2) List long range projects, book reports, etc in the upper right hand corner. List these according to specific requirements such as: make a poster, diorama, conduct research, etc.

3) Block out school hours with black.

4) Block out mealtimes in red.

5) Block out after school lessons, sports activities, religious school activities with purple.

6) Children will then check schedules to see what time is left.

7) In a light color or in pencil, fill in T.V. time, and special family activities scheduled for Saturday and Sunday as these may change after study time is slotted in.

8) Fill in specific short term assignments that student knows will occur like studying for spelling tests, math tests, completing math problems.

9) Fill in specific long term assignments from upper right hand corner.

Teacher will monitor student decisions and make comments when necessary as to scheduling suggestions and breaking down long term assignments.

Teacher will check goalbuster sheets making suggestions as needed.

HOMEWORK: Students will follow their study schedule for the week making comments on it as they go along. Comments will be made as to time allotments, etc.

EVALUATION: Ability to choose appropriate criteria for study schedule.

Ability to estimate time a specific task would take.

Ability to follow study schedule.

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VI DIFFERENTIATED CURRICULUM

OBJECTIVE: To improve student's academic performance in a given area by working on individualized contract designed to help the learner use his/her preferred learning style.

RATIONALE: A student learns best if she/he can apply her/his own preferred learning style to the classroom material taught and then integrate other learning styles effectively. To do this the Project U.N.I.Q.U.E. teacher needs to provide a differentiated curriculum for the student needing improvement in a specific academic area.

EXPLANATION:

1) The Project U.N.I.Q.U.E. teacher surveys student's past report cards and classroom teachers to find one or more academic area most in need of improvement.

2) The Project U.N.I.Q.U.E. teacher meets with the gifted underachiever to clarify the need for improvement in specific area and explain the purpose of the learning contract.

3) The Project U.N.I.Q.U.E. teacher will create activities incorporating specific skills which need to be improved. Activities will be created according to the student's learning preference.

4) The Project U.N.I.Q.U.E. teacher will design a student contract entitled "Investing in Your Future" and fill out the accompanying sheet which ties in all the information and how it is to be used.

5) The Project U.N.I.Q.U.E. teacher along with the classroom teacher will check and monitor the student's progress.

6) The Project U.N.I.Q.U.E. teacher will log student progress in student contract and make adjustments in contract where necessary.

OUTCOME(S): The student will improve in the academic area covered by the differentiated contract.

EVALUATION: The student's ability to improve in the specific academic area as covered by the differentiated contract. Measurement tools include improvements in letter grades, parent/teacher/self assessments and students' performance on standardized achievement tests.

COST

The following is the estimated time that was involved to set up the Project U.N.I.Q.U.E. Program in Marlboro Township.

A. Identification Expenditure - 30 hrs. - In the pilot year of Project U.N.I.Q.U.E. 1,200 children were screened in grades 3-5 for possible inclusion in the program.

B. In-Service - 15 hrs. - Approximately 45 teachers received in-service training for Learning Styles. Workshops were conducted by Project U.N.I.Q.U.E. teachers.

C. Parental Meetings - 10 hrs. - Parent meetings were held by Project U.N.I.Q.U.E. teachers.

D. Staffing - 2/5 Teaching Position - Marlboro Township made a commitment to allocate this for the implementation of the program. This time was divided among three teachers in four schools.

E. Materials etc. - $500.00 - There were various expenditures incurred during the first year. This was the only actual dollar outlay made by the district. (Learning styles packets, copying costs, folder, etc.)

(All costs were included in the G/T Teachers' Schedule and classroom teachers contracted meeting times with the exception of "E", above.

A CASE STUDY

The purpose of this case study is to highlight how the three curricula of Project U.N.I.Q.U.E. mesh and how the role of the Project U.N.I.Q.U.E. teacher facilitates the success of a gifted underachiever in dealing with parents, classroom teacher and himself/herself.

Let us consider Scott, a fourth grade boy who was placed in Project U.N.I.Q.U.E. with a 134 I.Q. and 80% on a National Battery Achievement Test. This 80% translated to a 45% in Local Norms revealing a large disparity between I.Q. and achievement. His weakest achievement scores were math and language arts and other areas that required memorization of facts and organization of material.

The Student Learning Styles Inventory was applied to determine Scott's predominant learning style. Scott was diagnosed as an Intuitive Feeler. An intuitive feeler is one who is characterized as curious, insightful, imaginative and creative. He loved to daydream and was very disorganized about his work. His favorite activities were creative writing, constructing new and unusual solutions to problems and using his artistic talents to express himself.

Scott's appraisal on the Student Attitudinal Scale indicated very low self esteem, a lack of completing school work, an inability in being able to relate to children his own age, a shyness and the unhappiness of feeling that parents and teachers didn't understand him. In an initial parent conference the Project U.N.I.Q.U.E. teacher found that his parents were at a loss in how to deal with him at home. They felt he was unable to complete his chores and didn't want the responsibility of helping to care for his little sister who shared his bedroom. Scott was often given an excessive amount of responsibility at home and then scolded for not owning up to it.

His academic needs and his difficiencies in the affective and study skills areas proved Scott to be a perfect candidate for Project U.N.I.Q.U.E.

In reviewing his assessment sheets with the aid of the Project U.N.I.Q.U.E. teacher, Scott established the following goals:

1. I won't get scolded often and I will feel comfortable living at home.

2. I will find it easier to talk in front of a group.

3. I will complete my homework regularly.

With teacher assistance, Scott analyzed his goals and was eventually able to see the cause for his frustration. It was determined that each goal be dealt with in a different way, integrating the several aspects of product U.N.I.Q.U.E. and the totality of the program.

In trying to make things better at home Scott and the Project U.N.I.Q.U.E. teacher in conjunction with his parents, constructed appropriate tasks for a fourth grader to carry out in the home. A schedule was made, jobs were broken down into small parts and the schedule was posted on the family's refrigerator. Scott's problem of having to share his room with his sister was extremely important to him. Not only did he have the responsibility of watching her but the set up did not provide for Scott to have the privacy he required to study or to create. Scott's parents switched the bedroom set-up and provided Scott with his own room; thus helping with goals #1 and #3. Lessons taught in the affective curriculum of Project U.N.I.Q.U.E. provided Scott with ways of dealing with little sister, so they fought less often; and he wasn't scolded for fighting with her.

In dealing with goal #2 Scott received a differentiated curriculum contract which provided an opportunity for him to speak well in front of a group. The small class size of Project U.N.I.Q.U.E. provided a warm atmosphere for Scott to make his first oral presentation before speaking in front of his homeroom class. His classroom teacher did provide the time for Scott to speak. The contract also afforded opportunities for Scott to operate in his preferred learning style by designing projects to accompany classroom work and then presenting them in a variety of ways. As Scott gained self confidence and approval from his teachers and classmates his self esteem improved also.

Scott also opted for a math contract because of the low scores discovered in the achievement test information. This contract not only worked to help him learn processes and facts but helped him to organize the work for himself in a way that favored his particular learning style.

Goal #3 was met via the study skills curriculum of Project U.N.I.Q.U.E. which included lessons on designing study schedules, following directions and studying in a quiet place. In addition Scott's classroom teacher lessened some assignments and monitored his contract closely to help. This was coupled with Scott's receiving his own room and quiet time, his improvement in self esteem and getting along with others. As each of his goals began to reach fruition, it had a positive impact on him. Scott couldn't wait to complete his goals, feel more success and thus broke the downward vicious cycle that often characterizes the gifted underachiever.

Praise came to Scott not only from peers, parents and teachers but from himself as well.

In the spring, Scott took the achievement tests again scoring 96% in the National Total Battery and 88% on the Local Norms. His mathematics scores went up 30 points and Language Arts improved 5 points. Scott's classroon grade improved also going from "D" to "B" in Math and "B" to "A" in Language Arts. The improvement in scores and attitude also enable Scott to be placed in Project Venture, Marlboro Township's program for gifted children.

Evaluative Study of Project U.N.I.Q.U.E.
by Steven S. Kuntz, Ph.D.

Purpose of the Evaluation: This evaluative study attempts to assess Project U.N.I.Q.U.E., a program for gifted underachievers in Marlboro Township, and its effect on the academic and affective development of students participating in it.

Constraints: Certain limitations of the findings reported should be noted. In particular, the information utilized for the evaluation of the program effects were not derived from a research design, but rather were gathered for teacher and program use. As a result, it was not collected as systematically as would be expected for research purposes and suffers from some inconsistencies and incompleteness. Furthermore, time and cost constraints prohibited additional testing or follow-up studies. In spite of such limitations, there was still sufficient evidence to assess the impact of the program on those who participated in it.

Rationale: Gifted underachievers are among the most misunderstood and educationally neglected groups in American schools today. Their failure to reach full potential poses a special challenge to the education community which has heretofore been inadequately addressed.

Marlboro Township has taken a bold approach to this problem by offering a research based comprehensive program which promises to bridge the gap between aptitude and achievement in certain youngsters. Integrating student evaluation, identification, and curriculum planning, Project U.N.I.Q.U.E. recognizes the dynamics of underachievement and addresses the problem from multiple perspectives, all or each of which may be effective for different pupils. Included in the program is: a counseling component which focus on building self-confidence; a study-skills approach directed at fostering the requisite tools for academic attainment; and, an individualized curriculum which relies on identifying students' learning characteristics so as to enable teacher development of an appropriate educational program for each child.

Much of the research on underachievement suggests that early identification and intervention can be the most cost effective and successful approach to a problem where the time and effort required to reverse negative behavior patterns increases substantially with every year in school. Project U.N.I.Q.U.E., in relying on group intelligence tests and achievement scores,

uses the most common barometers for identifying the underachieving gifted, further refining the process through the inclusion of several behavioral and attitudinal scales, teacher referrals, parental nominations and student self-assessment. While it could be argued that the pool of candidates for Project U.N.I.Q.U.E. would be broader if individual IQ tests or other instruments were utilized, it is questionable whether a more parsimonious approach to student identification, diagnosis and treatment is currently available.

The strength of Project U.N.I.Q.U.E. is that it addresses a complex problem with a multi-faceted program that is both effective and efficient in its use of time, money and personnel. Its weakness, if there is one (which is most often compensated for by the commitment of the Project U.N.I.Q.U.E. instructor), is that it relies on classroom teachers to accept the premise and procedures of the program for much of its success.

The success of Project U.N.I.Q.U.E. in having a positive impact on many, if not all the individuals who participated in it, is attested to by the following analysis.

Behavior and Attitudinal Changes

A principal premise of the Project U.N.I.Q.U.E. program was that a number of attitudes towards self and behavior that reflected self, as well as study-skill areas, would have to be modified if changes in academic behavior were to occur. Teacher observation, annecdotal records, parental feedback and student self evaluations were called upon to assess behavioral and attitudinal perspectives on each pupil prior to their involvement in the program and to gain an appreciation of the program's effects after treatment.

Students selected for Project U.N.I.Q.U.E. displayed, upon entering the program, many of the characteristics common to gifted underachievers, including poor self image, inappropriate classroom behavior, difficulties socializing at home and in school, and counterproductive work habits. The formal method for assessing behavioral changes was the teacher-modified University of Wisconsin Student Evaluation Scale which called for teacher observation of students on a number of behavioral characteristics. Upon post assessment of Project U.N.I.Q.U.E. students, across grades, positive gains were registered on all scales with the greatest improvement recorded in areas directly addressed in the program (See Rank Order):

Self confidence (1)
Task commitment (2)
Dependability (3)
Alertness (attentiveness) (4)
Ambition (5)
Leadership (6)
Curiosity (7)
Judgement (8)
Creativity (9)

Parent and student evaluations of the student on a similar scale proved considerably congruent with the teacher assessments and showed positive student gains in peer relations, self esteem, adult relations, and academic performance.

Improvement in study skills was also attested to through a self evaluative instrument, the teacher adapted "Checklist of Study Habits and Skills", which showed positive gains in the areas of information gathering, following directions, attitudes and cooperation. Observations of classroom behavior and parental responses on a similar measure suggests that the students' assessments were valid.

By the end of the first year there were only a few youngsters who were not better applying themselves to their academic tasks or reporting a more positive attitude towards school, family or peers. Clearly there is an interactive relationship between attitude towards self, others, and school. Most importantly, as self confidence and work habits improved, greater academic achievement became increasingly possible for each youngster.

Academic Achievement

The major goal of Project U.N.I.Q.U.E. was a reduction in the gap between potential and actual levels of achievement. Standardized achievement tests and report card grades provided a clear indication that Project U.N.I.Q.U.E. made a significant difference in students' progress academically.

Students were administered the California Achievement Test prior to their participation in the program and an equivalent form of the test (as a post-test) less than one year later. Mean achievement scores for the target population, as measured in year's growth on the total battery, averaged over individuals, showed an increase of 1.85 years after the treatment. More remarkably, 88% of these youngsters showed an average gain of 2.36 years during this time period. Thus, the program can be considered to produce substantial positive growth for most pupils, a major accomplishment in dealing with students who historically have failed to live up to expectations.

Using a random sample of students, an actual post-test comparison to predicted post-test scheme of data analysis using a t ratio was employed to determine if students' rate of growth was statistically significant. Since the computed t value of 2.496 was greater than the tabled value of 2.26 at the .05 level of probability, it could be inferred that the target population achieved beyond expectations in the Project U.N.I.Q.U.E. program. These findings clearly support the program as leading to levels of academic attainment that would not have been possible without Project U.N.I.Q.U.E.

Report card grades provide convincing evidence as to the success of the student contracts in the program. In examining the pattern of changes in report card grades for contracted subject areas versus non contracted areas, it was concluded (χ^2 value was significant at the .01 level) that there was a significant difference between the grade changes for contract areas than non contract areas. In particular, students were found to do better in subjects they contracted for (Median improvement, 1 letter grade) than in areas they did not contract in (Median improvement, no grade change).

In summary, it could be said that the academic achievement of students in Project U.N.I.Q.U.E. provides convincing evidence that the methodology employed was effective in reversing early patterns of underachievement among gifted youngsters. The improvement in academic attainment was reflected in the transitions of pupils at the end of the first year which coincided with the goal of planned obsolescence for Project U.N.I.Q.U.E. Seventeen of the 3rd and 4th graders involved in the program (5th graders exited the school) were returned to the schools' Gifted and Talented programs after one year, nine went back to regular classes ultimately to be retested, and four continued with Project U.N.I.Q.U.E. the next year.

Conclusion

The collected information has confirmed that Project U.N.I.Q.U.E. has a positive impact on many, if not all the individuals, who participate in it. In particular, it helps to bridge the gap between aptitude and achievement for one of our most valuable resources. If America is serious about developing this precious resource, its gifted and talented youth, it must extend its commitment to those among them who are not reaching their full potential.

PROJECT U.N.I.Q.U.E. IDENTIFICATION AND EVALUATION FORMS

This section deals with all of the forms necessary to identify student for inclusion into PROJECT U.N.I.Q.U.E. as well as to evaluate the progress made by students at the conclusion of the program.

The following chart shows the order of each form and can serve as a checklist to easily keep track of incoming/outcoming information.

FORM NUMBER	NAME OF FORM	DATE SENT	TO WHOM	DATE RECEIVED
1	PROJECT U.N.I.Q.U.E. Initial Screening Form (project manager to fill out)			
2	Parent/Guardian Initial Screening Form			
3	Permission to Test Letter			
4	PROJECT U.N.I.Q.U.E. Study Skills Inventory (parents to fill out)			
5	Inventory of Behavioral Characteristics (parent to fill out)			
6 a & b	PROJECT U.N.I.Q.U.E. Study Skills (teacher to fill out)			
7	Inventory of Behavioral Characteristics (teacher to fill out)			
8	PROJECT U.N.I.Q.U.E. Anecdotal Form (teacher to fill out)			

FORM NUMBER	NAME OF FORM	DATE SENT	TO WHOM	DATE RECEIVED
9	PROJECT U.N.I.Q.U.E. Student Additudinal Scale (student to fill out)			
10	PROJECT U.N.I.Q.U.E. Study Skills Inventory (student to fill out)			
11	Identification Matrix (to be filled out by Project Manager when forms come in)			
12	Student Achievement Diagnostics Sheet (to be filled out by Project Manager)			
13 (a)	Acceptance in PROJECT U.N.I.Q.U.E. Letter (sent to parent/guardians)			
13 (b)	PROJECT U.N.I.Q.U.E Progress Report			
14 a & b	Parent Evaluation Form and Cover Letter (parents to fill out)			
15 a & b	Teacher Evaluation Form and Cover Letter (classroom teacher to fill out)			
16	Student Evaluation Form (Student to fill out)			
17	End of Year Evaluation (project manager to fill out)			
18	PROJECT U.N.I.Q.U.E. Final Evaluation (project manager compiles)			

PROJECT U.N.I.Q.U.E. INITIAL SCREENING FORM

STUDENT	GRADE	TEACHER	I.Q.	ACHIEVEMENT SCORES	
				NATIONAL %	LOCAL %

Dear Parent(s)/Guardians(s),

In an initial screening your child, _____, has been identified as an underachieving gifted student. A gifted underachiever is one who exhibits a disparity between academic aptitude and academic achievement as indicated by the results of the Test of Cognitive Skills and California Achievement scores. These scores appear below.

Project U.N.I.Q.U.E., a systematic approach for working with your child, has been developed by the elementary Project Venture teachers. This program consists of three basic components. Part one is an affective curriculum designed to improve your child's self concept. Part two is a study skills curriculum developed to improve your child's approach to academic tasks. Part three is a differentiated curriculum which is designed to correlate with your child's learning style and will be implemented within the classroom. Inclusion in Project U.N.I.Q.U.E. will necessitate your child being pulled out of his/her classroom one period per week. Please note that if your child is already in Project Venture, Project U.N.I.Q.U.E. will replace that time.

A matrix and comprehensive report outlining your child's growth in the areas previously discussed will be made upon completion of participation in this program.

For your child to be considered for the program, please sign the attached permission slip and return it with the completed enclosed forms as soon as possible.

Score_____
Test of Cognitive Skills

Score
California Achievement Test
Total Battery (Local Norms)___

Sincerely,

Project U.N.I.Q.U.E.

I give permission for my child,_____,
to be tested for possible inclusion in Project U.N.I.Q.U.E.
Enclosed are my completed evaluation forms.

Signed_____

Name: _____

Date: _____

Parent/Guardian: _____

PROJECT U.N.I.Q.U.E. STUDY SKILLS INVENTORY

This questionnaire gives you an opportunity to think about your child's attitude about studying, following directions and working with others.

Fill in the number that most closely describes how you feel about each of the following statements.

SCALE

1=NEVER
2=SELDOM
3=SOMETIMES
4=USUALLY
5=ALWAYS

A. Studying:

_____ 1. My child is able to study well at home.

_____ 2. My child has a set study area/place at home.

_____ 3. My child sets aside a regular time for study at home.

_____ 4. My child sticks to a study schedule.

_____ 5. My child studies in a quiet place.

_____ 6. My child's study area is neat and organized.

_____ 7. My child has the appropriate study tools avaiable before he/she begins studying.

_____ 8. My child hands in assignments on time.

_____ 9. My child's assignments are neat.

_____ Sub-total ÷ 9 = _____

B. Following Directions

_____ 1. My child can follow oral directions.

_____ 2. My child can take directions from peers.

_____ 3. My child can take directions from me.

_____ 4. My child can give oral directions.

_____ 5. My child is self-directed.

_____ Sub-total ÷ 5 = _____

C. Working With Others:

_____ 1. My child does his/her share of the work in a group.

_____ 2. My child does his/her share of work in his/her family.

_____ 3. My child respects the opinions of others.

_____ 4. My child is a good group leader.

_____ 5. My child is a good group member.

_____ 6. My child can compromise.

_____ 7. My child values the opinions of others.

_____ 8. Group members respect what my child says.

_____ 9. My child enjoys working in a group.

_____ 10. My child enjoys sharing information with others.

_____ Sub-total ÷ 10 = _____

INVENTORY OF BEHAVIORAL CHARACTERISTICS

STUDENT: _____

DATE: _____

TEACHER/PARENT: _____

DIRECTIONS: CIRCLE THE NUMBER THAT MOST CLOSELY DESCRIBES THE CHILD. UNDERLINE ANY WORDS THAT ESPECIALLY SEEM TO IDENTIFY THE CHILD. ON THE LINE ENTITLED "OTHER" ADD ANY CHARACTERISTICS/COMMENTS YOU FEEL WOULD BETTER ENABLE SOMEONE TO KNOW YOUR CHILD.

1. ATTENTION SPAN	1 2 3 Easily distracted; mind seems to wander; inattentive; absent-minded; day dreams Other: _____	4 5 6 Alertness only in areas of interest; occasionally asks questions; shows moderate amount of attentiveness Other: _____	7 8 9 Gives complete attention to all tasks; "catches on" quickly; stays in tune with what is being done Other: _____
2. SELF-MOTIVATION	1 2 3 Must be told to do things, little desire to try tasks on own; uninquiring, dis-interested in school work, goals vague/ non-existent Other: _____	4 5 6 Moderate amount of drive-determination; average goal through moderate sacrifice; fair interest in school subjects; fair interest in world happenings Other: _____	7 8 9 Motivated by own self; willing to sacrifice to achieve purposeful goals; curious; broad interests; likes independent investigation Other: _____
3. FLUENCY/FLEXIBILITY	1 2 3 Difficulty in generating new ideas/solutions; unimaginative; difficulty in seeing relationships; poor at synthesizing given/new information Other: _____	4 5 6 Occasionally attempts new tasks; sometimes generates creative ideas/solutions; fairly good at seeing relationships Other: _____	7 8 9 Inventive; quick to devise; creates and tests new ideas; easily sees relationships; thinks of many creative solutions to problems Other: _____
4. TASK COMMITMENT	1 2 3 Rarely completes tasks; makes excuses why things are not done; undependable; needs continual prodding/ constant supervision; wastes time Other: _____	4 5 6 Usually completes tasks; fairly responsible; punctual in fulfilling most obligations; occasionally needs prodding Other: _____	7 8 9 Always conscientious; responsible; has high sense of duty; rarely needs assistance to get things don persevering Other: _____
5. REASONING	1 2 3 Misinterprets facts; jumps to illogical conclusions; uses thoughtless apporaches to solving problems Other: _____	4 5 6 Decisions are usually based on logical reasoning; able to interpret facts clearly; uses careful judgment Other: _____	7 8 9 Uses an analytical approach in making decisions; consistently logical; forms conclusions through sound logic Other: _____
6. LEADERSHIP	1 2 3 Follower; lacks confidence; hesitant about new situations; unable to organize; shy Other: _____	4 5 6 Fairly self-reliant; usually self-assured; fairly effective in organizing, managing and influencing others Other: _____	7 8 9 Readily organizes/manages others; self-assured; confidence in own abilities; poised Other: _____

Dear Teachers:

Attached are a behavior/characteristics rating scale and a Study Skills Rating Scale which you are to fill out for _____.

Please complete as soon as possible and place it in my mailbox.

Thank you,

Sincerely,

Name: _____

Date: _____

Teacher: _____

PROJECT U.N.I.Q.U.E. STUDY SKILLS INVENTORY

This questionnaire gives you an opportunity to think about your student's studying, finding information, following directions, and working with others.

Fill in the number that most closely describes how you feel about each of the following statements.

SCALE

1 = NEVER
2 = SELDOM
3 = SOMETIMES
4 = USUALLY
5 = ALWAYS

A. Studying

_____ 1. His/her work area is neat.

_____ 2. He/she is prepared for class with the necessary tools.

_____ 3. He/she hands in his/her classroom assignments on time.

_____ 4. He/she hands in homework assignments on time.

_____ 5. Completed assignments are neat.

_____ Sub-total ÷ 5 = _____

B. Finding Information:

_____ 1. He/she takes notes from oral information.

_____ 2. He/she takes notes from written information.

_____ 3. He/she can make an outline from given information.

_____ 4. He/she can read a graph.

_____ 5. He/she can find the main idea of an article, story, etc.

_____ 6. He/she is able to conduct an interview.

_____ 7. He/she is able to skim for information.

_____ 8. He/she is able to use a variety of resources (Thesaurus, dictionary, atlas, etc.)

_____ 9. He/she is able to use context clues.

_____ Sub-total ÷ 9 = _____

C. Following Directions:

_____ 1. He/she can follow oral directions.

_____ 2. He/she can follow written directions.

_____ 3. He/she can follow directions from symbols.

_____ 4. He/she can write a set of directions.

_____ 5. He/she pays attention in class.

_____ 6. He/she can take directions from peers.

_____ 7. He/she can take directions from teachers.

_____ 8. He/she can give oral directions.

_____ 9. He/she is self-directed.

_____ Sub-total ÷ 9 = _____

D. Working With Others:

_____ 1. He/she does his/her share of work in a group.

_____ 2. He/she respects the opinions of others.

_____ 3. He/she is a good group leader.

_____ 4. He/she is a good group member.

_____ 5. He/she can compromise.

_____ 6. He/she values the opinions of others.

_____ 7. Group members respect what he/she says.

_____ 8. He/she enjoys sharing information with others.

_____ 9. He/she enjoys working in a group.

_____ Sub-total ÷ 9 = _____

INVENTORY OF BEHAVIORAL CHARACTERISTICS

STUDENT: _____

DATE: _____

TEACHER/PARENT: _____

DIRECTIONS: CIRCLE THE NUMBER THAT MOST CLOSELY DESCRIBES THE CHILD. UNDERLINE ANY WORDS THAT ESPECIALLY SEEM TO IDENTIFY THE CHILD. ON THE LINE ENTITLED "OTHER" ADD ANY CHARACTERISTICS/COMMENTS YOU FEEL WOULD BETTER ENABLE SOMEONE TO KNOW YOUR CHILD.

1. ATTENTION SPAN	1 2 3 Easily distracted; mind seems to wander; inattentive; absent-minded; day dreams Other: _____	4 5 6 Alertness only in areas of interest; occasionally asks questions; shows moderate amount of attentiveness Other: _____	7 8 9 Gives complete attention to all tasks; "catches on" quickly; stays in tune with what is being done Other: _____
2. SELF-MOTIVATION	1 2 3 Must be told to do things, little desire to try tasks on own; uninquiring, dis-interested in school work, goals vague/ non-existent Other: _____	4 5 6 Moderate amount of drive-determination; average goal through moderate sacrifice; fair interest in school subjects; fair interest in world happenings Other: _____	7 8 9 Motivated by own self; willing to sacrifice to achieve purposeful goals; curious; broad interests; likes independent investigation Other: _____
3. FLUENCY/FLEXIBILITY	1 2 3 Difficulty in generating new ideas/solutions; unimaginative; difficulty in seeing relationships; poor at synthesizing given/new information Other: _____	4 5 6 Occasionally attempts new tasks; sometimes generates creative ideas/solutions; fairly good at seeing relationships Other: _____	7 8 9 Inventive; quick to devise; creates and tests new ideas; easily sees relationships; thinks of many creative solutions to problems Other: _____
4. TASK COMMITMENT	1 2 3 Rarely completes tasks; makes excuses why things are not done; undependable; needs continual prodding/ constant supervision; wastes time Other: _____	4 5 6 Usually completes tasks; fairly responsible; punctual in fulfilling most obligations; occasionally needs prodding Other: _____	7 8 9 Always conscientious; responsible; has high sense of duty; rarely needs assistance to get things don persevering Other: _____
5. REASONING	1 2 3 Misinterprets facts; jumps to illogical conclusions; uses thoughtless apporaches to solving problems Other: _____	4 5 6 Decisions are usually based on logical reasoning; able to interpret facts clearly; uses careful judgment Other: _____	7 8 9 Uses an analytical approach in making decisions; consistently logical; forms conclusions through sound logic Other: _____
6. LEADERSHIP	1 2 3 Follower; lacks confidence; hesitant about new situations; unable to organize; shy Other: _____	4 5 6 Fairly self-reliant; usually self-assured; fairly effective in organizing, managing and influencing others Other: _____	7 8 9 Readily organizes/manages others; self-assured; confidence in own abilities; poised Other: _____

PROJECT U.N.I.Q.U.E. ONGOING ANECDOTAL FORM

Please jot down any information that you feel would be helpful to the Project U.N.I.Q.U.E. teacher in working with this child. This information will be used only by the Project U.N.I.Q.U.E. teacher.

STUDENT: _____

GRADE: _____

COMMENT: _____

_____

_____

_____

_____INITIAL:_____DATE:_____

COMMENT: _____

_____

_____

_____

_____INITIAL:_____DATE:_____

COMMENT: _____

_____

_____

_____

_____INITIAL:_____DATE:_____

COMMENT: _____

_____

_____

_____

_____INITIAL:_____DATE:_____

C,

Name: _____ Teacher: _____

Date: _____

PROJECT U.N.I.Q.U.E. STUDENT ATTITUDINAL SCALE

This questionnaire gives you an opportunity to think about your feelings toward many aspects of your life. There are no right or wrong answers. It is a chance to express your views.

Fill in the number that most closely describes how you feel about each of the following statements.

SCALE

1 = NEVER
2 = SELDOM
3 = SOMETIMES
4 = USUALLY
5 = ALWAYS

A. Perception of Academic Performance:

____ 1. I produce an acceptable amount of work at school.

____ 2. I produce work of high quality.

____ 3. I enjoy performing difficult tasks.

____ 4. I stick with a problem until I solve it.

____ 5. I give correct responses to my teachers.

____ 6. I pay close attention in class.

____ 7. I work as hard as I can on my assignments.

____ 8. I like to be called on in class.

____ 9. I feel good about the results of my work in school.

____10. I use my time wisely in class.

____11. I use my homework time wisely.

____12. My work is as neat as I can make it.

_____ Sub-total ÷ 12 = _____

B. Relationship With Adults:

____ 1. I get praised for my abilities.

____ 2. My teachers/parents expect too little of me.

____ 3. My teachers/parents understand my feelings.

____ 4. The things that are asked of me are fair.

____ 5. My teachers/parents make me feel I'm good at what I do.

____ 6. I enjoy being with my teachers/parents.

____ 7. I'm comfortable expressing my opinions and ideas to adults.

____ 8. My parents/teachers are generally considerate of my feelings.

____ 9. I enjoy my parents and my home.

____10. I enjoy being at school.

____12. I take criticism from my teachers/parents well.

_____ Sub-total ÷ 12 = _____

C. Self-esteem:

____ 1. I like myself just the way I am.

____ 2. I assume that things will go right for me.

____ 3. I get used to new people/situations quickly.

____ 4. I am a happy person.

____ 5. I understand myself.

____ 6. I stick to my principles even when it is hard to do so.

____ 7. I am well-liked.

____ 8. I handle difficult situations well.

____ 9. I say exactly what I mean.

____10. I do the right things.

____11. I care what happens to me.

____12. I am sure of myself.

_____ Sub-total ÷ 12 = _____

D. Relationship With Peers:

____ 1. I find it easy to talk in front of a group.

____ 2. I'm a lot of fun to be with.

____ 3. I'm popular with kids my own age.

____ 4. Kids usually follow my ideas.

____ 5. I share well with friends and siblings.

____ 6. I choose to play with kids my own age.

____ 7. Other kids treat me well.

____ 8. I respect the rights, property and feelings of other kids.

____ 9. It is easy for me to follow the rules of a game even if others don't.

____10. I use self-control when someone embarrasses me in fun or otherwise.

____11. It is easy for me to express praise for other kids.

____12. I would like other kids to treat me in the way I treat them.

_____ Sub-total ÷ 12 = _____

Name: _____

Date: _____

Student: _____

PROJECT U.N.I.Q.U.E. STUDY SKILLS INVENTORY

This questionnaire gives you an opportunity to think about your feeling about studying, finding information, following directions, and working with others. There are no right or wrong answers. It is a chance to express your views.

Fill in the number that most closely describes how you feel about each of the following statements.

SCALE

1 = NEVER
2 = SELDOM
3 = SOMETIMES
4 = USUALLY
5 = ALWAYS

A. Studying:

____ 1. I am able to study well at home.

____ 2. I have a set study area/place at home

____ 3. I set aside a regular time for study at home.

____ 4. I stick to my study schedule.

____ 5. I study in a quiet place.

____ 6. My study area is neat.

____ 7. I have my study tools available before I begin studying.

____ 9. I hand in my assignments on time.

____ 10. My assignments are neat.

_____ Sub-total ÷ 10 = _____

B. Finding Information:

____ 1. I take notes from oral information.

____ 2. I take notes from written information.

____ 3. I make outlines.

____ 4. I read a graph.

____ 5. I find the main idea of an article, story, etc.

____ 6. I conduct an interview.

____ 7. I skim for information.

____ 8. I use a variety of resources. (Thesaurus, dictionary, atlas.)

____ 9. I use the card catalog.

____ 10. I use context clues.

_____ Sub-total ÷ 10 = _____

C. Following Directions:

____ 1. I follow oral directions.

____ 2. I follow written directions.

____ 3. I can follow directions from symbols.

____ 4. I can write a set of directions.

____ 5. I pay attention in class.

____ 6. I take directions from my peers.

____ 7. I take directions from teachers.

____ 8. I take directions from parents.

____ 9. I give oral directions.

____ 10. I am self-directed.

_____ Sub-total ÷ 10 = _____

D. Working With Others:

____ 1. I do my share of work in a group.

____ 2. I do my share of work in my family.

____ 3. I respect the opinions of others.

____ 4. I am a good group leader.

____ 5. I am a good group member.

____ 6. I can compromise.

____ 7. I value the opinions of others.

____ 8. Group members respect what I say.

____ 9. I enjoy working in a group.

____ 10. I enjoying sharing information with others.

_____ Sub-total ÷ 10 = _____

KEY

TEACHER = ...
STUDENT = _____
PARENT = XXXXXXXX

INDENTIFICATION/
EVALUATION MATRIX FOR
PROJECT U.N.I.Q.U.E.

NAME _____
DATE _____
TEACHER _____
GRADE _____
LEARNING STYLE _____

BEHAVIOR CHARACTERISTICS		STUDY SKILLS		AFFECTIVE		GRADES		C.A.T.		I.Q.
SCALE	TASK COMMITMENT SELF-CONFIDENCE LEADERSHIP JUDGMENT DEPENDABILITY CURIOSITY CREATIVITY AMBITION ALERTNESS	SCALE	WORKING WITH OTHERS FOLLOWING DIRECTIONS SECURING INFORMATION ATTITUDES	SCALE	PERCEPTION OF ACADEMIC PERFORMANCE RELATIONSHIP WITH ADULTS SELF-ESTEEM RELATIONSHIP WITH PEERS	SCALE	MATH SCIENCE SOCIAL STUDIES SPELLING LANGUAGE ARTS READING	SCALE	ACHIEVEMENT SCORES & TOTAL BATTERY	SCALE
9		5		5		A		99+		150
8										
7		4		4		B		90		140
6										
5		3		3		C		80		130
4										
3		2		2		D		70		120
2										
1		1		1		E		60 ↓		110 ↓

1c

STUDENT NAME: _____

TEACHER: _____

GRADE: _____

STUDENT ACHIEVEMENT DIAGNOSTIC SHEET

(YEAR) _____

SUBTEST	NATIONAL PERCENTILE	LOCAL PERCENTILE	AREA OF WEAKNESS INDICATED BY ACHIEVEMENT TEST
READING	TOTAL =	TOTAL =	
vocabulary			
comprehension			
phonic analysis			
structural analysis			
LANGUAGE	TOTAL =	TOTAL =	
spelling			
language mechanics			Specific subject area to be differentiated: _____
language expression			
MATHEMATICS	TOTAL =	TOTAL =	Weaknesses as noted by classroom teacher:
computation			
concept & applicaton			
REFERENCE SKILLS			
ACHIEVEMENT TEST BATTERY	TOTAL =	TOTAL =	

Dear Parents/Guardians,

Your child, _____,
has/has not been selected to participate in Project U.N.I.Q.U.E.

The program will begin on _____ at which time your child will be taking part in affective and study skills curricula administrated by the Project Venture Teachers. A differentiated curriculum implemented by the classroom teachers will accompany this.

If there are further questions or concerns, please contact the Project Venture Teacher in your child's school.

Sincerely,

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PROJECT U.N.I.Q.U.E. PROGRESS REPORT

Student: _____ Teacher: _____ Date: ____

I. Academic Progress

II Affective Progress

III Study Skills Improvement

IV Goal Achievement

Parent/Guardian Signature

_____

Comments:

Dear Parents/Guardians,

It has been a pleasure to have your child _____, participate in our Project U.N.I.Q.U.E. Program for underachieving gifted students.

It is now appropriate for us to conduct an evaluation to determine the effect of the program on your child. Please be kind enough to complete the enclosed forms and return them as soon as possible. A comprehensive report on your child's growth will follow shortly.

Thank you in advance.

Sincerely,

PARENT EVALUATION

DIRECTIONS: Please answer the following questions regarding Project U.N.I.Q.U.E. Please be as specific as you can.

NAME_____ STUDENT NAME:_____ DATE:_____

I ACADEMIC:
In what specific academic areas has your child shown improvement? Why?

II AFFECTIVE:
In what ways has your child improved in his/her attitude toward school, peers, adults, and/or self? How have you helped him/her achieve goals?

III STUDY SKILLS
In what ways is your child better able to follow directions; organize his/her time; complete his/her tasks/goals in and out or school?

IV PROJECT U.N.I.Q.U.E.
In what ways do you feel Project U.N.I.Q.U.E. has been of value to your child's growth?

Do you feel your child should continue participating in Project U.N.I.Q.U.E. in the future? Why/why not?

In your opinion how could the program be extended?

V ADDITIONAL COMMENTS REGARDING PROJECT U.N.I.Q.U.E.

Dear Teachers,

It has been a pleasure to work with you and your student, _____, in the Project U.N.I.Q.U.E. Program.

Since we must conduct an evaluation to determine the effects of our program, please be kind enough to complete the enclosed form(s) and return them to us as soon as possible.

Thank you in advance.

Sincerely,

TEACHER EVALUATION

DIRECTIONS: Please answer the following questions regarding Project U.N.I.Q.U.E.

NAME: _____ STUDENT'S NAME: _____

I. **ACADEMIC**

In what specific academic area(s) has your student shown improvement?

II. **AFFECTIVE**

In what way(s) has your student improved his/her attitude school, peers, adults and/or self?

III. **STUDY SKILLS**

In what way(s) is your student better able to follow directions, organize his/her time; complete his/her tasks/goals in and out of school?

IV. **PROJECT U.N.I.Q.U.E.**

In what ways do you feel Project U.N.I.Q.U.E. has been of value to your student's growth?

Do you feel your student should continue participating in Project U.N.I.Q.U.E. in the future? Why or why not?

V. **ADDITIONAL COMMENTS REGARDING PROJECT U.N.I.Q.U.E.**

STUDENT EVALUATION

DIRECTIONS: Please answer the following questions about Project U.N.I.Q.U.E. Please be **SPECIFIC**!

NAME: _____

I ACADEMIC

My schoolwork has improved in the following ways:

(If applicable)
My..... contract has helped me because.....

II AFFECTIVE

I feel better about ..... because.....
skill/goal

I feel better about myself because.....

III STUDY SKILLS (Circle those you can do better)

I can better follow directions; organize my time; complete my assignments; complete my chores; achieve my goals in school; achieve my goals out of school. (Explain why you can do better in each of the things you circled.)

IV **ACADEMIC/AFFECTIVE**

I have achieved the following goals:

V **PROJECT U.N.I.Q.U.E.**

I have gained the following things from coming to PROJECT U.N.I.Q.U.E.:

Do you feel you would like to continue with PROJECT U.N.I.Q.U.E.? (Why or why not?)

END-OF-YEAR-EVALUATION

Dear Parents/Guardians,

Since an evaluation has been conducted for our Project U.N.I.Q.U.E. Program, the following information can be reported to you concerning your child, _____.

Specific Academic Improvement: (Grades, Tests)

Specific Affective Growth: (Goals)

Specific Growth in Study Skills: (Goals also)

Additional Comments:

I wish to thank you for your support throughout the Project U.N.I.Q.U.E. Program. I have enjoyed watching your child accomplish goals, improve in study skills and enhance self esteem. I hope the future will bring continued success to your child.

Sincerely,

PROJECT U.N.I.Q.U.E. FINAL EVALUATON

Improvement in the following areas has been noted:

ACADEMIC:

STUDY SKILLS/ORGANIZATIONAL SKILLS:

AFFECTIVE:

COMMENTS MADE BY STUDENTS REGARDING THEIR GROWTH IN PROJECT U.N.I.Q.U.E.

COMMENTS MADE BY TEACHERS REGARDING STUDENT GROWTH

ADDITIONAL COMMENTS/SUGGESTIONS FROM PROJECT U.N.I.Q.U.E. TEACHER

INTRODUCTION TO PROJECT U.N.I.Q.U.E. LESSONS

The following lessons should be implemented after the screening information has been given out and discussed. Students need to be aware of how they fared in the Learning Preference Inventory, Affective Inventory and the Study Skills Inventory. This should precede Lesson #1. It is from these measures that students write their goals.

Because the students may demonstrate other specific needs the lessons can be altered where need be.

Otherwise, enjoy!

TYPE OF LESSON: Affective Study Skills

LESSON #1

OBJECTIVE: Given an overview of Project U.N.I.Q.U.E., the learner will demonstrate the ability to articulate at least one reason for his/her inclusion in this program.

Given the results of individual learning styles inventories, report card grades, and standardized test data, the learner will demonstrate the ability to prioritize and formulate at least three personal/academic goals.

LENGTH OF TIME: Approximately 50 minutes.

MATERIALS:
Mirror
Writing sheets
Charts listing learning preference characteristics
Learning preference inventory
Project U.N.I.Q.U.E student attitudinal scale
Goal chart
Individual matrices

PROCESS: Students will be given a sheet of paper (mirror writing message) and asked to decipher what is on it. Although students may not be able to decipher the message, they may be able to discern that a mirror (key element needed to solve task) is needed. After using a mirror to decipher a code the teacher will ask students how they felt about a problem that was difficult to solve. The teacher will reinforce the concept of the key elements needed to serve every task in life and frustrations to be overcome and relate this to the mirror writing task just completed.

The teacher will outline the goals of Project U.N.I.Q.U.E. incorporating characteristics, learning styles, strengths and weaknesses, etc. The teacher will show charts of learning styles which give characteristics of each. The teacher will give an example of how each of the four learners approaches a task.

EXAMPLE: Math word problem -- "I want to plan a vegetable garden. I have room for six rows of

plants with eight plants in each row. How many plants will I have?"

1) Sensing Feeler (SF) - Cuts paper plants and puts models in rows. (Would give names to each of the plants.)

2) Sensing Thinker (ST) - Teacher would give method to solve the problem and the student would carry it out.

3) Intuitive Thinker (NT) - Organizes own system for solving problem.

4) Intuitive Feeler (NF) - Would rather create own word problem to show knowledge of concept.

(Learning Preference Assessment Tools may be obtained from: Hanson Silver & Associates, Inc., Box 402, Moorestown, New Jersey 08057)

Using characteristics from the chart as well as the above examples, the students will venture a guess as to their dominant learning style and give one reason for their inclusion into this program.

The teacher will give the students the completed assessment forms which include the affective inventories, study skills inventories, grades and learning preference inventory. With the aid of the teacher, the students will analyze these assessments to look for areas in which they would like to improve. (To do this, the teacher may suggest that they look through the inventories and circle any items on which they obtained a low score.) Using this information, the students will then complete "GOAL SHEET" LESSON #1.

HOMEWORK: The students will be asked to think about and write down next to each area/way to improve on the goal sheet the following:

1. person(s) who may be able to assist me in my areas/ways to improve

2. date I want to achieve my goal(s) of improvement

EVALUATION: The student's ability to identify needs, formulate and prioritize a list of personal/academic goals.

INTUITIVE/THINKING (NT)

.ENJOYS THE CHALLENGE OF WORKING WITH THEORETICAL MODELS, CONSTRUCTS AND IDEA

.ENJOYS THE REASONING/ANALYTICAL PROCESS AND ITS USE IN PERCEIVING LOGICAL RELATIONSHIPS BETWEEN PEOPLE, PLACES AND THINGS

.FEELS AT EASE WITH HER/HIMSELF IN DEALING WITH ABSTRACT SYMBOLS/FORMULAE

.LIKES QUESTIONS WHICH ASK WHY THINGS HAPPEN

.WOULD LIKE A JOB IN SCIENCE, MATH, OR LAW

.LIKES TO THINK THINGS THROUGH BEFORE SOMEONE EXPLAINS AN ASSIGNMENT

.PREFERS GAMES OF STRATEGY (CHESS, STRATEGO, ETC.)

.CONSIDERED TO BE LOGICAL AND SENSIBLE

.ENJOYS BOOKS ABOUT MYSTERIES, SCIENCE, AND STORIES THAT EXPLAIN WHY THINGS HAPPEN

.PREFERS TEACHERS WHO ENCOURAGE ANALYTICAL THINKING

SENSING/FEELING (SF)

.INTERESTED IN GROUP ACTIVITIES WHERE FEELINGS ARE SHARED

.PREFERS TO LEARN ABOUT THINGS WHICH DIRECTLY AFFECT PEOPLE'S LIVES

.OFTEN NEEDS REASSURANCE THAT WHAT SHE/HE IS DOING IS CORRECT

.ENJOYS HELPING OTHERS

.TALKS EASILY ABOUT FEELINGS

.ENJOYS WORKING WITH FRIENDS

.PREFERS GAMES EVERYONE CAN PLAY WHERE NO ONE LOSES

.LIKE TO LEARN ABOUT SELF AND OTHERS

.ENJOYS READING BOOKS ABOUT PEOPLE'S FEELINGS AND PERSONAL PROBLEMS

INTUITIVE/FEELING (NF)

.ENJOYS ACTIVITIES WHICH ALLOW HER/HIM TO USE HER/HIS IMAGINATION

.PREFERS OPEN-ENDED QUESTIONS AND PROBLEMS WHERE BRAINSTORMING SOLUTIONS IS ENCOURAGED

.GENERALLY IS NON-CONFORMING AND, THEREFORE, THRIVES BEST IN A FLEXIBLE, CREATIVE ATMOSPHERE WITH A MINIMUM NUMBER OF RESTRICTIONS

.ENJOYS DISCOVERING THINGS

.LIKES QUESTIONS WHICH ASK ONE TO THINK OF NEW AND ORIGINAL IDEAS

.ENJOYS FIGURING OUT A NEW WAY OF MAKING SOMETHING

.ENJOYS GAMES THAT REQUIRE USE OF IMAGINATION

.BEST IDEAS COME FROM IMAGINING THINGS

.CREATIVE, ENTHUSIASTIC AND IMAGINATIVE

.LIKES BOOKS ABOUT LEGENDS, FANTASIES AND OTHER PEOPLE'S BELIEFS

SENSING/THINKING (ST)

.ENJOYS LEARNING FACTUAL INFORMATION

.ENGAGES IN ACTIVITIES WHERE THERE ARE CORRECT ANSWERS (FILL IN THE BLANK, MULTIPLE CHOICE, ETC.)

.PREFERS AN ORGANIZED ENVIRONMENT

.ENJOYS TEACHER-DIRECTED ACTIVITIES

.ENJOYS ACTIVITIES THAT HAVE RULES AND WHERE SPECIFIC LEARNING CAN BE PUT TO IMMEDIATE USE

.PREFERS FOLLOWING DIRECTIONS ONE STEP AT A TIME

.LIKE ASSIGNMENTS OR ACTIVITIES WHICH INVOLVE COPYING OR MAKING THINGS

.PREFERS TO LEARN BY ANSWERING QUESTIONS IN A WORKBOOK OR ON WORKSHEETS

.LEARNS BEST WHEN SKILLS CAN BE LEARNED OR MEMORIZED

.TENDS TO BE CAREFUL WHEN WORKING ON ASSIGNMENTS

Many people find it difficult to read something which is written in mirror writing. How successful were you at this task?

Many people find it difficult to read something which is written in mirror writing. How successful were you at this task?

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NAME: _____ DATE: _____

GOAL SHEET
LESSON #1

From my affective inventory, I feel that I can improve in the following areas/ways:

1. _____
2. _____
3. _____
4. _____
5. _____

From the study skills inventory completed by me, my parent(s), and my teacher, I feel that I can improve in the following areas/ways:

1. _____
2. _____
3. _____
4. _____
5. _____

From my grades, I feel I can improve in the following areas/ways:

1. _____
2. _____
3. _____
4. _____
5. _____

The three most important areas I want to work on are:

1. _____
2. _____
3. _____

When I improve in these areas I will feel _____

because _____

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TYPE OF LESSON: Study Skills

LESSON #2

OBJECTIVE: Given the goal sheets from Lesson #1, the learner will demonstrate the ability to chart the goals and break each down into sequential and achievable steps.

LENGTH OF TIME: 50 minutes

MATERIALS: Goal sheets from Lesson #1
3 Goal buster charts

PROCESS: Teacher will have students share homework from previous lesson where they had to generate a list of persons who would be able to assist them in goals, and the time frames in which they wish to achieve specific goals. Teacher will ask group the importance of thinking about assistance and time frame(s) for goals even before they start working on them. Teacher should emphasize that many people have time management problems and may either give themselves too much or too little time in which to complete a task. Teacher can share with group an episode where he/she budgeted too much/little time for a specific desired goal. Specific instances in students' experiences can also be shared. Teacher will discuss with students how/why they should/should not select certain people for assistance. (i.e. someone who is working on the same project or is in the same room with you may be able to assist in a goal as they are nearby; whereas, someone who has no knowledge in the area you want to improve in may not be a good candidate for assistance). Teacher can, once again, share a personal experience of obtaining a goal where assistance was beneficial/non-beneficial.

Teacher will inform students that they are going to plug in information from goal sheet onto the "Goal Buster" chart since charts are easy to read and keep.

On board teacher will have chart set up exactly like Goal Buster chart. Teacher will elicit discussion as to how students can plug information into chart. Note: Each goal will be listed on a separate chart; therefore, students will need 3 charts for their three identified goals.

Teacher will then explain each following block:

1) Steps I must take - Since students have chosen long range goals, they will need to break them down into a sequential order of sub steps.

Example: Goal I want - To get an "A" in spelling.

Steps I must take:

1) take my spelling book home everyday and study list for 10 minutes/day

2) complete school spelling assignments daily

3) complete homework spelling assignments daily

4) write my spelling words 3X each

5) ask my mother to test me on words every Thursday

Students will brainstorm and complete steps for their own goal. Teacher will circulate around the room and assist students where necessary.

2. Difficulties I might face with each step - (Example using above goal and steps)

A difficulty with step one might be that I will forget my spelling book in school.

A difficulty with step two is that I might not have enough time to complete daily assignments.

Teacher can follow same procedure.

3. How I can handle the difficulty: (Using above goal, step and difficulty faced).

I can handle the difficulty by writing down on my assignment pad to bring home my spelling book.

I can ask a friend in my class to remind me to bring my spelling book home.

I can ask my mother/father to drive me back to school to get my spelling book.

4. Who can help me with it?

Teacher can review how to select appropriate assistance.

5. Date I hope to accomplish step:

Teacher again will review setting realistic time limits on a step or sub-step.

6. Date I actually <u>accomplished</u> step:

Teacher will reinforce idea that goal must, in fact, be <u>totally</u> completed. The student will write down the date the goal is actually accomplished and the person who is going to verify its completion; therefore, the signature of the person verifying the accomplishments is obtained at the same time.

7. Signature of person verifying accomplishments- (See above explanation and sample chart).

Students will complete chart. (Blocks 1-5). Teacher again will circulate and assist where necessary.

<u>HOMEWORK:</u> Students will begin to work on achieving goals and completing charts.

<u>EVALUATION:</u> Student's ability to analyze and break goals into appropriate sub-steps and follow given task to completion.

NAME: _____

GOAL I WANT: _____

_____

Steps I must take	Difficulties I might face with each step	How I can handle the difficulty	Who can help me with it	Date I hope to accomplish step	Date I actually accomplished step	Signature of person vertifying achieved goal
1.						
2.						
3.						
4.						
5.						
6.						

NAME: JOE SMITH

GOAL BUSTER CHART

LESSON #2 (SAMPLE)

GOAL I WANT: To get an "A' in spelling

Steps I must take	Difficulties I might face with each step	How I can handle the difficulty	Who can help me with it	Date I hope to accomplish step	Date I actually accomplished step	Signature of person vertifying achieved goal
1. Take spelling book home to study daily	1) forget spelling book 2)teacher won't let me take it home	1)write down on assignment pad to bring book 2)ask friend to	friend, teacher, me	Monday, Nov. 15	Tues., Nov. 16	Mr. Valentino
2. Complete school spelling assignments daily	1) not enough time to complete assignment	remind me to bring home book 1)stay in after lunch to complete work	teacher	today	today	Mr. Valentino
3. Complete homework assignments daily						
4. Write spelling words 3X each						
5. Ask mother to test me on words every Thursday						

TYPE OF LESSON: Affective/Study Skills

LESSON #3

OBJECTIVE: Given a discussion and demonstration of positive and negative attitudes, the learner will demonstrate the ability to analyze and evaluate their feelings toward studying.

Given completed graffiti charts, the learner will demonstrate the ability to brainstorm appropriate study habits, places and tools.

LENGTH OF TIME: 60 minutes

MATERIALS: Large chart paper - 4 sheets - each sheet will have one of the following on top:

1) When I begin to study, I organize myself by....

2) When I have homework to do I feel....

3) To begin studying I need the following....

4) The perfect study place for me contains....

PROCESS: When children enter the room the graffiti charts will be hanging on the wall. Each student will be given a different color magic marker and asked to complete each of the four sentences. A debriefing session will follow as class discusses the charts.

Students will discuss how attitudes affect task completion by working in pairs for an energy experiment. One partner holds out arms and chants, "I can't - I can't - I can't," while the other partner tries to push arms down. This is repeated with chant changed to, "I can, I can, I can." Class will discuss the positive energy experiment and how it could apply to studying and completing work.

Teacher will then conduct a brainstorming session to list what students feel would make appropriate study habits, places and tools. Teacher will log results keeping in mind the following:

1) Pick a definite study place
2) Study at your own neat desk
3) Study in a quiet place with no distractions
   a) Don't answer the phone

b) Turn off radio, T.V., VCR
4) Have your desk face a wall with no posters, pictures, etc. on it.
5) Study where there is proper lighting
6) Study where there is fresh air
7) Bring everything you'll need to your study place first -- textbooks, pencils, pens, paper, dictionary, erasers, etc. These basic rules can be injected into the brainstormed list when necessary.

Rules for brainstorming:
1) Lots of answers are encouraged
2) Divergency is encouraged
3) No criticism of someone else's ideas is allowed
4) Hitch-hiking is allowed

When brainstorming session is complete, teacher will ask students to share goal buster sheets. Teacher will check student progress on goal sheets and sign individual goal sheets where necessary.

EVALUATION: Ability to respond to graffiti charts. Ability to brainstorm - fluency and flexibility of ideas.

TYPE OF LESSON: Affective

LESSON #4

OBJECTIVE: Given a discussion, sample situations and a list of feelings the learner will demonstrate the ability to identify his/her own feelings and accept the feelings of others in certain situations.

LENGTH OF TIME: 40-50 minutes

MATERIALS:
Definitions of emotion and feeling
List of sample situations
List of feelings
Paper and pencils

PROCESS: Teacher and students will monitor goals from goalbuster sheets and make adjustments as needed.

Teacher will put "emotion" and "feeling" on the board. Students will draw on individual and group knowledge to create a definition for each (emotion - a way of expressing a feeling, feeling - a reaction to an event). Class will brainstorm a list of feelings. Teacher will record these on chart paper. Teacher will add any s/he thinks are important (see attached list). Teacher will give a sample situation. Students will record their feeling(s) to the situation. They will be asked to think of the emotion(s) they might display if they were in the given situation. Students may act out and discuss these responses. Students will be asked to create or remember stressful situations from their own experiences. These will be shared with the class in the same manner as the teacher examples. Use as many situations as the class seems to need to reach an understanding of the concept presented.

EVALUATION: Ability to identify feelings and show/accept emotions.

NOTE: In the discussion it is important to point out that varying feelings to the same situations are O.K. when justified.

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LIST OF FEELINGS

afraid
approving
belonging
bothered
brave
calm
confident
confused
content
courageous
critical
defeated
depressed
disappointed
disapproving
discouraged
dishonest
embarrassed
excited
friendly
frustrated
furious
giving
greedy
guilty
happy
helpful
honest
humiliated
inferior
irritated
jealous
lonely
nervous
powerful
proud
put down
relaxed
sad
selfish
serious
shy
silly
strong
successful
superior
weak

SAMPLE SITUATIONS

(1) You were(not) invited to a party given by a friend of yours.

(2) The teacher shows your paper to the class because it was so good (poor).

(3) This afternoon you have a test in your best (worst) subject.

(4) Your pet dies (has babies).

(5) You just found (lost) ten dollars.

(6) You had to wear a jacket to school that you hate (love).

(7) Your brother/sister just told (didn't tell) on you for breaking something.

(8) At the dentist's office, you found out that you need three (no) fillings.

(9) Your team just won (lost) the championship because of your play.

(10) You read (wrote) a poem that made you feel good.

TYPE OF LESSON: Study Skills

LESSON #5

OBJECTIVE: Given a study schedule and criteria, the learner will demonstrate the ability to create an appropriate study schedule for a week.

LENGTH OF TIME: 45 minutes

MATERIALS: Several blank study schedules per child.

PROCESS: Teacher will discuss the importance of creating study schedules and that they should be created by the individual according to need and time constraints.

Teacher will present a blank study schedule to each student and ask each student to do the following:

1) Fill in name

2) List long range projects, book reports, etc. in the upper right hand corner. List these according to specific requirements such as: make a poster, diorama, conduct research, etc.

3) Block out school hours with black.

4) Block out mealtimes in red.

5) Block out after school lessons, sports activities, religious school activities with purple.

6) Children will then check schedules to see what time is left.

7) In a light color or in pencil, fill in T.V. time, and special family activities scheduled for Saturday and Sunday as these may change after study time is slotted in.

8) Fill in specific short term assignments that student knows will occur like studying for spelling tests, math tests, completing math problems.

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9) Fill in specific long term assignments from upper right hand corner.

Teacher will monitor student decisions making comments when necessary as to scheduling suggestions and breaking down long term assignments.

Teacher will check goalbuster sheets making suggestions as needed.

HOMEWORK: Students will follow their study schedule for the week making comments on it as they go along. Comments will be made as to time allotments, etc.

EVALUATION: Ability to choose appropriate criteria for study schedule.

Ability to estimate time a specific task would take.

Ability to follow study schedule.

STUDY SCHEDULE

NAME _____

LONG RANGE PROJECTS

_____

_____

_____

TIME OF DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	COMMENTS
6								
7								
8								
9								
10								
11								
12								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

TYPE OF LESSON: Study Skills

LESSON #6

OBJECTIVE: Given sets of oral/written directions, the learner will demonstrate the ability to analyze and follow these correctly.

LENGTH OF TIME: 40-50 minutes

MATERIALS: Paper
Pencils
Sets of directions

PROCESS: Individual students will share their study schedules, discuss how effective they are and make revisions with the teacher. They will repeat the same procedure for their goals with a partner. Teacher will give assistance only as needed.

Each student will receive a piece of paper to use for completing oral directions A (see attached). After teacher has read directions and students have done what was asked, they will then compare results and discuss any difficulties. Repeat process using Oral Directions B.

HOMEWORK: Writing directions (see worksheet attached).

EVALUATION: Ability to analyze and follow directions.

NOTE: It is helpful to have students create a list of rules for good direction writing before they do the homework for this lesson. Directions on package mixes are useful to analyze first.

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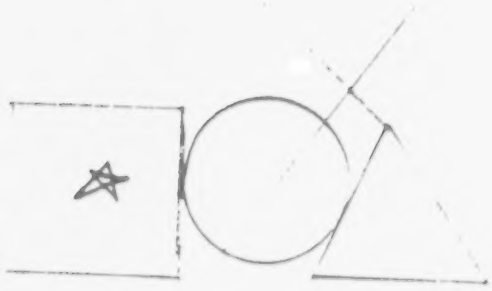
ORAL DIRECTIONS A

1. Use your paper the long way up/down.
2. In the middle of your paper make a one inch circle.
3. Connect a one inch square to the left side of the figure you just completed. The figures should be level.
4. Connect a one inch triangle to the right side of the first figure you drew. The figures would be level.
5. Put a star in the second figure you drew.
6. Draw a line through the first figure you drew starting at the top right corner of your paper and ending at the bottom left corner of your paper.
7. Draw a line from the top of the third figure you drew to the top left corner of your paper.
8. Put your initials in the middle of the biggest space left on your paper.



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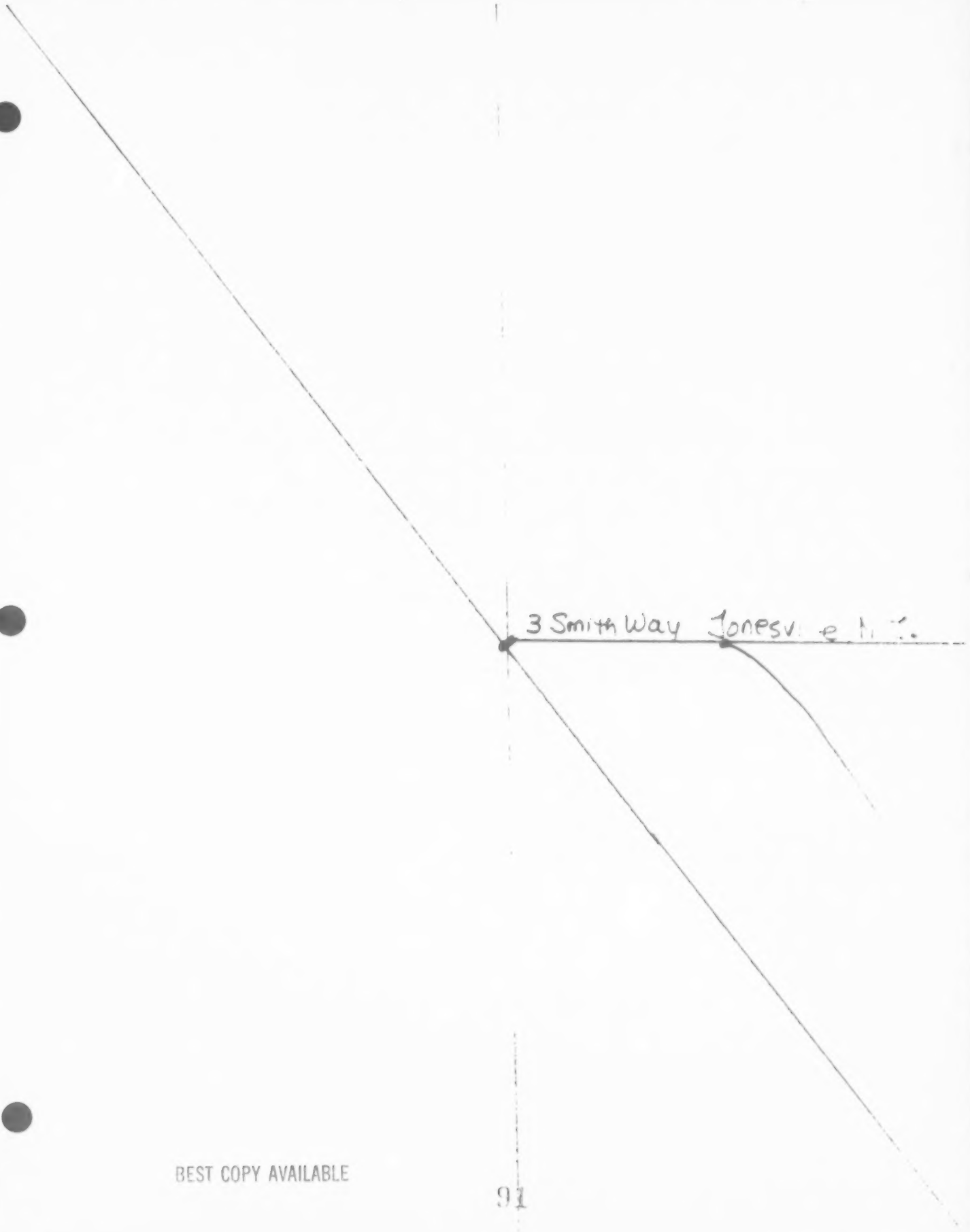
ORAL DIRECTIONS B

1. Use your paper the long way up/down.
2. Draw a straight line from the upper left corner to the lower right corner of your paper.
3. Put a dot in the middle of the line.
4. Draw a line from this dot to the middle of the right hand side of the paper.
5. Print your address on this line.
6. Put a dot in the center of the last line you drew.
7. Draw a curved line from this dot the lower right hand corner. (The arc should be to the right).
8. Draw a straight line from the middle of the top of the paper through the first dot to the middle of the bottom of the paper.
9. Print your name in the lower left corner of the paper.



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TYPE OF LESSON: Study Skills

LESSON #7

OBJECTIVE: Given a picture, the learner will demonstrate the ability to write specific directions and evaluate them.

Given a method of writing directions the learner will demonstrate the ability to create a set of original directions and evaluate it.

LENGTH OF TIME: 45 minutes

MATERIALS: Pencils
Paper
Homework assignment from last time

PROCESS: Students will work in pairs to share the homework from last time (written directions from a picture given). Children will critique each other's homework and look for:

1) Specificity of directions

2) Ease in ability to follow directions

3) Sequence of steps

4) Clarity

5) Ability to write exact directions which reflect the picture

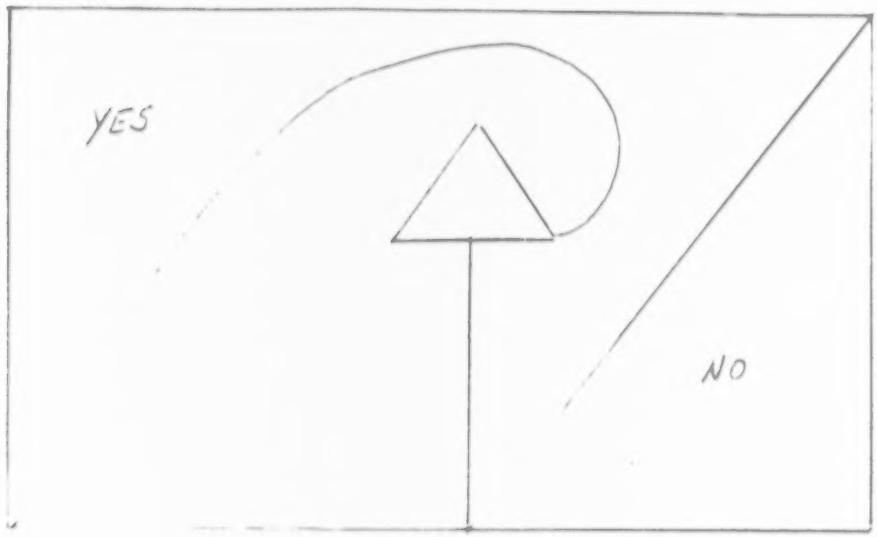
Next, students will design their own set of directions which will produce an original drawing. Time will be provided for this to be done in class.

Students will share their original directions in pairs again and evaluate each set according to the criteria listed above.

Students will keep same partners to check goal sheets and study schedules.

EVALUATION: Class will discuss oral and written directions. They will compare what they have been doing with instructions they receive from teachers, coaches, etc. They will determine the importance of getting clarification of any directions that are unclear. The group will revise their list of "good direction rules".

CREATE A SET OF DIRECTIONS FOR THE DRAWING OF THIS DESIGN.



TYPE OF LESSON: AFFECTIVE

LESSON #8

OBJECTIVE: Given an overview of problem "ownership" the learner will demonstrate the ability to identify who owns a problem from a list of conflict situations and restructure how conflicts could have been handled using "I messages."

LENGTH OF TIME: 50 minutes

MATERIALS: Worksheet of "I/You Messages
Tape recorder and tapes

PROCESS: Class will brainstorm a list of conflict situations each has had in the past and discuss how each was handled. As part of this discussion student will highlight who really "owned" the problem.

Teacher will then present a discussion of "I Messages" adapted from Personalizing Education from Howe and Howe. The purpose of "I Messages" is to modify someone's behavior by sending "I Messages". By doing so the other person will know: 1) how his/her behavior makes one feel and 2) that one trusts him/her to respect your needs by modifying his/her behavior appropriately. "You Messages" are what students usually send; thus, they feel that they are not responsible for changing behavior. "I Messages" make clear the message of how the person with the problem is feeling. For example: "You are just plain lazy," is a "You Message." To state this in terms of an "I Message" might be, "I feel disappointed when you miss our meetings because I count on your advice."

What "I Messages" really do is reflect the effect of the other person's behavior on the speaker. "I Messages" place the responsibility for altering behavior on the other person without putting him/her on the defensive.

In addition when a person is:

1) Put down
2) Preached or moralized to
3) Ridiculed
4) Criticized
5) Given solutions
6) Ordered

the chances of that person modifying his/her behavior are reduced.

After the students have brainstormed the list of conflict situations and who really "owned" those problems they will restructure those conflicts using "I Messages." Students will then complete the accompanying worksheet for further practice.

HOMEWORK: Students will be asked to stage and/or record conflict situations at home and then record how the situation could have taken place using "I messages". Tapes made will be listened to in Lesson #9.

EVALUATION: Ability to identify ownership of a problem. Ability to restructure "You Message" situations to "I Message" situations.

WORKSHEET FOR LESSON #8

Fold this paper in half lengthwise after you read the complete directions. Look at the "You Messages" on the left and restructure them to be "I Messages." When you have finished, compare your responses with the "I Messages" below.

YOU MESSAGES	I MESSAGES
1) You lazy bum! Turn off that stereo and take out the garbage this minute.	1) It makes me angry when you listen to music before you do your chores.
2) You can't borrow anything of mine again!	2) I feel annoyed when you borrow my book because I need it to finish a report.
3) John, you're a slob. You You left your room a mess.	3) John, it makes me angry when you don't clean up your room because I don't have time to do it for you.
4) Shut up and stop interrupting our conversations.	4) I get upset when you interrupt us because it takes us longer to finish or I forget what I wanted to say.
5) Quiet down, I can't concentrate.	5) I know you are having fun working on that project, but I am having trouble concentrating on my work.
6) You're always late and you're so irresponsible.	6) I feel frustrated when you show up late because I have other things to do today.

TYPE OF LESSON: Affective/Study Skills

LESSON #9

OBJECTIVE: Given the five step process for resolving interpersonal conflicts, the learner will demonstrate the ability to create no-lose resolutions by using "I/You" Messages.

MATERIALS: The Five Step Method for Solving Interpersonal Conflicts
Sample Conflict Situations

LENGTH OF TIME: 50 minutes

PROCESS: Teacher will ask students to brainstorm various types of conflicts they have encountered either at home/school, etc. and how the conflicts have ended. Students will discuss how they felt during/after these conflicts. The teacher will inform students that many people can resolve a conflict by finding a mutually agreeable solution.

The teacher will show students chart entitled "The Five Step Method for Solving Interpersonal Conflicts". Give each student ditto of same.

(The strategy for resolving interpersonal conflicts is from Personalized Education by Howe & Howe.) The teacher will lead students through each step by (1) introducing and explaining what is involved in each step (2) giving an example of what might take place in the pairs (3) checking to make sure the instructions are clear (4) answering any questions the students might have and (5) setting a time limit for each step.

The students will then pair up and select one of the sample conflict situations. One student will play one side of the conflict while the other portrays the other side of the conflict. Their goal is to resolve the conflict by using the give step process so that each feels happy or satisfied with the mutually agreed upon solution. (A person who is not involved in the conflict is sometimes helpful in this strategy as a "process observer" who later reports to the pair on their method of conflict resolution.

EVALUATION: Ability to create a no-lose conflict resolution.

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THE FIVE STEP PROCESS FOR RESOLVING INTERPERSONAL CONFLICTS

Step 1: Stating the Problem. Each individual involved in the conflict states or writes down what s/he feels the problem is. The statement should take the form of an "I message". (See the "I message" Strategy for further details.) Each individual reads statement while the other person engages in active listening.

Step 2: Sorting Out the Size of the Conflict. After each person has made/read his/her statement, the pair will analyze both statements for areas of agreement/disagreement. Questions can be asked of individuals, but only to clear up any ambiguity in the statement. Once again only "I messages" and active listening are used. This helps make sure that a true conflict does exist; not a matter of misinterpretation.

Step 3: Brainstorming Possible Solutions to the Conflict. The pair of students as quickly as possible will generate a list of as many possible solutions as they can think of. No criticisms of possible solution (positive or negative) are made here.

Step 4: Identifying the Outcome of Consequences. Once the list of possible solutions is completed, the pair will go through each possible solution to hypothesize what the outcome of each solution might be. Pros and cons of each possible solution should be listed.

Step 5: Choosing a Mutually Acceptable Solution. After the pros and cons of each alternate solution are listed, the pairs will attempt to select one which is mutually acceptable. If a mutually agreeable solution is not selected, the pair returns to steps 2 & 3 above to repeat the process. This is done until a mutual agreement is reached.

FOLLOW-UP SUGGESTIONS:

When students finish their role play, have them form into groups. Each pair should have the conflict situation they selected, the solutions they considered, and the one they finally arrived at, if they did. Then, have students share, "I learned...." statement about the activity.

The Five-Step Process for Solving Interpersonal Conflicts can also be used when real conflict situations arise in the classroom. If students have previously been through process in a role-play situation, it is then a matter of getting the persons involved calmed down so that they can rationally go through each of the above steps. Do not attempt to get

students together when their tempers are still flaring. Chances are, they won't stick to the rules and the process will deteriorate into a name-calling session which won't help anyone.

SAMPLE CONFLICT SITUATIONS

(1) David and Lisa have desks next to one another. David keeps all of his books, papers, pencils arranged neatly and in order (both in and on top of the desk.) Lisa, on the other hand is extremely disorganized with papers hanging out of the desk and on the floor. Lisa needs space when working so sometimes she has books overlapping on David's desk. Each is upset with other person.

(2) The teacher has asked Bo and Kent to take notes together on 2 chapters of their social studies book. Both Bo and Kent love Social Studies and are receiving good grades in it. Bo and Kent decided one will read the first chapter and take notes on it while the other will read the second chapter and do the same. Bo says that they should take notes by outlining because he was taught that way and it is an easy means by which to gain information. Kent, on the other hand, has only taken notes using brief sentences or phrases and insists on doing it his way. Although Kent and Bo agree that the method of notetaking should be the same for both chapters, they are at an impasse about which method to use.

(3) Mr Jones, The English teacher, has noticed that Sally has not been completing all of her English assignments. He, therefore, has decided to become stern with her and keep her after school. Sally, however, thinks that Mr. Jones, suddenly dislikes her, and is trying to punish her. Both are annoyed.

(4) Jonathan constantly asks his mother for help with homework as soon as she comes home from her job. Jonathan's mom becomes short with him because she knows he is capable of completing his own homework. Jonathan, in turn, becomes angry with his mother for not being interested in what he is doing. Both feel angry and resentful.

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TYPE OF LESSON: AFFECTIVE

LESSON #10

OBJECTIVE: Given a review of problem ownership and a discussion of active listening the learner will demonstrate the ability to articulate his/her understanding of a speaker's words and feelings and create a climate of acceptance by evaluating reactions.

LENGTH OF TIME: 50 minutes

MATERIALS: Active listening worksheets
Answer sheet
Definitions of the five types of responses
Good listening quiz

PROCESS: Class will review problem ownership and discuss active listening. This is a most effective technique to use when someone else in the relationship "owns" the problem. No longer is the listener passive and silent. When the other person is talking about his/her concern, the listener reflects back to the speaker his/her understanding of the speaker's words and/or feelings. This strategy is so effective that the problem usually dissipates or even disappears once the conversation is over. If the problem still remains active listening helps the speaker find a solution to it. It is important to stress to the listener that making concise restatements is vital, as is an awareness of the type of remark made. Here the teacher should go over the five types of remarks (listed on the following page) with a discussion of when each appropriate/inappropriate. Students will receive worksheets on active listening. Comment #1 will be done together. The rest of the worksheet will be done independently. Students will share and compare their individual responses to arrive a consensus responses for each of the given comments. Class members will discuss how the five types of responses affect the original speaker and when each type would be appropriate/inappropriate.

When the discussion is finished, distribute the key of suggested answers and have students compare their answers with those of key. As time permits have students role-play situations in which they describe a problem to a partner who will reflect what they hear back to the speaker and identify type of responses as they are made. Students should reverse roles and repeat process as time permits and according to needs of the group.

Class will take the quiz on good listening with discussion of choices as a follow up.

EVALUATION: Ability to understand and articulate speaker's meanings and feelings.

Ability to discriminate among types of responses and determine the appropriateness of each.

LESSON #10

ACTIVE LISTENING WORKSHEET

INSTRUCTIONS: Read each of the following comments and circle the response below it which comes closest to what you think you would say to this person. Then check the key to see what kind of response you chose.

COMMENT 1

Why do some people talk all the time in class when they have nothing to say? It makes me angry I wish they would just shut up? They're only trying to impress the teacher.

1. You really shouldn't be so critical of others. What is apparent to you might not be apparent to them.

2. You think some people talk in class to win points with the teacher.

3. I get pretty dismayed by some of the things people say in class, too.

4. You think some people talk unproductively in class and it makes you angry.

5. Do you also get the impression that a lot of this kind of business goes on after class around the teacher's desk?

COMMENT 2

I always seem to do the wrong thing. I'm just a jerk.

1. You feel like the worst person in the whole world.

2. How long have you felt this way?

3. You feel you never do anything right.

4. I feel that way sometimes, too.

5. You should know better than to run yourself down. You'll never get anywhere that way.

COMMENT 3

Just leave me alone! I don't want to talk with anyone or do anything with anybody. No one cares about me.

1. I felt just like that one time.

2. That's a stupid thing to say.

3. You're upset and you don't want to talk with anyone because no one cares about you.

4. Has someone hurt you badly?

COMMENT 4

I don't want to play with Jim anymore. He's a dummy, and he's selfish and mean.

1. You are threatened by him so you don't want to play with him anymore.

2. It isn't nice to call someone a DUMMY.

3. You're angry with Jim because you feel he is selfish and mean.

4. I know how you feel.

5. What did you do to him?

NAME_____ DATE _____

KEY

1.	2.	3.	4.
1. E	1. I	1. S	1. I
2. I	2. P	2. E	2. E
3. S	3. U	3. U	3. U
4. U	4. S	4. P	4. S
5. P	5. E	5. I	5. P

E = Evaluative: a remark that classified and places some kind of label on statement.

S = Supportive: a remark which says "I agree with you" or "I feel that way too."

I = Interpretive: a response that goes beyond what is included in the original remark. It attempts to place the speaker in a position he may not feel he belongs in.

P = Probing: a response which attempts to find the reasons for the original remarks.

U = Understanding: a response which reflects back to the speaker what he has said and/or what he feels and indicates that the listener understands and accepts the information conveyed, without trying to go beyond it, investigate it, or label it.

TYPE OF LESSON: STUDY SKILLS

LESSON #11

OBJECTIVE: Given a discussion of interviews and a sample interview, the learner will demonstrate the ability to analyze the format, plan an interview, ask questions and take notes accurately. Given notes, the learner will demonstrate the ability to evaluate for accuracy of information.

LENGTH OF TIME: 50 minutes

MATERIALS: Interview format and sample
Tape recorder and tapes - optional

PROCESS: Teacher explains reasons why interviews are conducted - (to gain information from original sources, to ask opinions, etc.). The person who is being interviewed is speaking about an experience s/he has had or about something s/he knows a lot about. When people answer questions, they say whatever comes into their heads so the person conducting the interview must organize the information and arrange it so the facts are clear. Main topics and subtopics are what must be discriminated between what is said and what is meant.

When a person is conducting an interview the interviewer must use a tape recorder or take notes by:

1) Paying close attention to the speaker.
2) Concentrating on ideas not just words.
3) Thinking about how this makes sense.
4) Using a notebook or a clip board.
5) Writing down important points (main topics an sub topics).
6) Keeping your notes neat so you can read them.
7) Working out a system of/for highlighting information. (*, <u>underlining</u> or " ").
8) Using abbreviations that relate to the context.
9) Using only key words (nouns, verbs, numbers, etc.). Eliminating unimportant words - prepositions, unimportant description, etc.)
10) Using lists or phrases in taking notes.

When designing an interview think about the kinds of questions to be asked. Go from general questions to specific ones. Organize your questions so that general questions are topics and detail questions are subtopics.

Also, by paying close attention to what the speaker has to say, the interviewer can add some last minute questions, if necessary. Teacher will advise that students need to plan ahead and ask permission and set up an appointment in advance with the person to be interviewed.

Teacher will now ask students to work in pairs to conduct one of the following interview topics with each other.

1) An unusual experience.
2) A favorite teacher.
3) The best movie seen in the last year.
4) A favorite T.V. program.

Time will be given to prepare questions and follow the interview format discussed. Teacher will monitor interviews. Students will be given time to take notes. Students will then show written notes to partner to evaluate viewpoints and information. Teacher will monitor as necessary.

HOMEWORK: See accompanying assignment.

EVALUATION: Built into lesson. Also ability to conduct an interview. Ability to listen and take notes accurately.

OPENING A BANK ACCOUNT

AN INTERVIEW WITH _____ ABOUT HOW TO OPEN A BANK ACCOUNT.

This is another chance for you to do an interview. This one will be with an adult. You are to find out as much as possible about how someone opens a bank account.

The person you interview could be anyone in your local bank who will help you.

When you know whom you are going to interview, fill in the bank at the top of the page.

Below are the topics for you to use in your interview. Under each topic write at least three questions that will help you get information about that topic. We have done one for you.

Leave your answers in note form.

Topics and questions:	Your answers in note form.
Information	
What information do I have to give	_____
the bank in order to open an	_____
account?	_____
Kinds of Bank Accounts	
_____	_____
_____	_____
_____	_____
Procedure for Deposits and Withdrawals	
_____	_____
_____	_____
_____	_____
Interest Rates	
_____	_____
_____	_____

NAME_____ DATE_____

TYPE OF LESSON: STUDY SKILLS

LESSON #12

OBJECTIVE: Given a nterview situation the learner will demonstrate the ability to complete the process by writing a report from notes with complete accuracy of information.

LENGTH OF TIME: 40 minutes

MATERIALS: Homework from Lesson #11
"Opening a Bank Account"

PROCESS: Students will present interview conducted from homework (Opening a Bank Account). Teach will ask students to think back to the rules from last lesson and check for accuracy of information on student worksheet. Students will then be instructed to check off main topics to be used as topic sentences in paragraphs of the written report. Students will think of a title for the report and then organize the information taken in their notes into an introduction, body and conclusion of report.

Following that procedure, students will write a report from interview conducted. Teacher will monitor progress.

EVALUATION: Ability to write a report accurately from notes from an interview.

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TYPE OF LESSON: Study Skills

LESSON #13

OBJECTIVE: Given a variety of reading, language, and math activities, the learner will demonstrate the ability to improve in a specific area of weakness.

LENGTH OF TIME: Ongoing activities

MATERIALS: Individualized reading skills activities/sheets
Individualized language arts activities/sheets
Individualized math activities/sheets

PROCESS: Many of these students were missing basic skills in reading. It has worked best for us to review the subtests of the standardized achievement tests for each student then to create remediation as needed. This should be based on the child's learning style and the reading series used by the student. The same process can be followed for areas of weakness in language and math.

EVALUATION: Ability to improve in a specific area of weakness.

TYPE OF LESSON: AFFECTIVE

LESSON #14

YOU ARE "IT"

OBJECTIVE: Given a game format, the learner will demonstrate the ability to communicate more efficiently by focusing attention on the speaker.

PURPOSE: The object of this game is to help students acquire a solid technique of basic communication skills. They develop an ability to focus their attention completely on the person who is speaking. They learn to hear everything that person has to say without interrupting or disagreeing. They become able to respect others' rights to feel differently about things and to try to really understand how others think and feel. It also greatly enhances self-esteem and confidence, because it gives students a chance to receive total attention and to feel that what they have to say is important.

PROCEDURE: Have each student write his/her reaction to a problem or controversial statement. Divide the class into trios. One person in each trio will be "it" for four minutes. He/she will state his/her reaction to the topic. The other two members of the group try to find out more about what the focus person thinks or feels by following these three rules:

1. RULES OF FOCUSING: The focus person is to be the absolute center of attention for the entire three minutes. The other two group members must do nothing to turn the group's attention to themselves. This means they cannot debate, disagree, express their opinion, or talk about their experiences. They must hold in all their ideas and opinions and express them when they are the focus person.

2. RULE OF DRAWING OUT: The other two people should do everything they can to draw out the focus person and find out as much as possible about s/he thinks, and why s/he thinks this. This can be done primarily by asking questions. The questions should be ones that help the focus person clarify his/her ideas for himself/herself and for the rest of the group. They should not probe to find out more than the person evidently

wants to reveal. The questions also should not be designed to lead the focus person in a direction that the questioner thinks he SHOULD go, rather than in a direction that really helps the focus person clarify his thinking. If the focus person feels the questions are too probing or lead him in a direction he doesn't want to go, he should state this.

3. RULE OF ACCEPTANCE: The two questioners should try to accept the focus person completely and let him know that they are trying hard to understand his point of view. They do not have to agree with that the person says, but they must agree with his right to say it. Even if they disagree with what he is saying, they should only give the focus person positive feedback by saying things like "I understand what you are saying," or "I can see how you feel that way" or just nodding and smiling. The only time to disagree with what the person has said is when it becomes your turn to be the focus person. It is difficult not to give negative feedback to someone when you strongly disagree with him/her but it becomes easier each time you play this game. The questioners should be careful that they don't give subtle negative feedback through frowns, tone of voice, and the way questions are worded.

At the end of four minutes, the teacher stops the groups and ask them to do a brief evaluation of how well they are following the rules of the game. Each person draws three continuums of his/her paper, one continuum for each of the three rules. The continuums range from 1 (low) to 10 (high). Then each person places the two questioners' initials on the continuums to represent how well each questioner followed the rules. (Since the focus person was not supposed to follow any rules, his initials are not on the continuums.) The focus person rates the two questioners, and each questioner rates himself and the other questioner. For example, on the continuums below Billy was a questioner, so he rated himself and Susie, but not Jack,a the focus person.

1. (focusing) _____B_____S_____
1 10

2. (drawing out) _____S_____B_____
1 10

3. (accepting) _____B_____S_____
1 10

These continuums are not discussed at this time, but should be put aside for later.

Another person then volunteers to be the focus person and the game is played for another four minutes. At the end of that time, the teacher again stops the groups and asks them to do three evaluation continuums. When these are completed, allow ten minutes for each group to share both sets of evaluation continuums.

After these discussions are complete, the third person in each group should have four minutes to be the focus person.

This technique is so effective (and important) that it should be played on a regular basis. Once students have become skilled at following the rules, the evaluation continuums can be discontinued. It is a very useful device whenever a discussion in class becomes heated, and everyone wants to talk at once. It can also be used effectively to discuss content area topics. In fifteen minutes each member of an entire class can be "IT" (their views heard, encouraged and respected).

EVALUATION: At the end of each focus person's turn, the two questioners try to remember what the "IT" person has said and repeat it back to him/her.

The more students use this technique the more comfortable they become with it and the more they want to use it again.

SUGGESTED TOPICS:

A. Any controversial issue that arises in class is best.

B. Possible starters might be:

(1) How you feel about school.
(2) Characteristics you want in a friend.
(3) One thing you'd like to change about yourself.

TYPE OF LESSON: Study Skills

LESSON #15

OBJECTIVE: Given the concept of skimming as it relates to finding information quickly, the learner will demonstrate the ability to use context clues and skim material for information.

MATERIALS: Skimming Activity Sheet #1
Skimming Activity Sheet #2
Skimming Activity Sheet #3

LENGTH OF TIME: 40 minutes

PROCESS: The class will brainstorm as a group various ways to gather information. Teacher will record on board. Students will analyze list and select the one methods they can use to find information quickly. Teacher will inform students that they will be focusing on one method of finding information quickly -- that of skimming.

Teacher will illustrate and explain process of skimming to students. Teacher should emphasize that to skim successfully, one need to be aware of context clues, the reason one is trying to skim for information and the question/s one is attempting to answer by employing that particular technique.

Teacher will tell students they will be given 30 seconds to find something "different" about how some of the letters are arranged on the first skimming activity they receive.

(The phrase "The ship" is spelled out on the 3rd to last line.)

Students will share answers after being timed. Teacher should emphasize that some students may not have found the phrase "the ship" or found other "different" things because they didn't know exactly what they were looking for. In order to skim and obtain answers quickly one must know what he/she is looking for.

Students will repeat skimming process using activity sheet 2. This time the teacher will inform students they will be looking for the phrase "Big Cars". After students are, again, timed, they will compare times and tell whether or not they were more successful and why. (Teacher

will again emphasize that students had a clear idea of what they were looking for. In addition, since the phrase began with the letter "B", one can merely look down the first column for "B's", therefore, reducing their skimming time.

*Teacher will have out a paragraph and accompanying questions (paragraphs may be obtained from any news article, magazine article, encyclopedia, etc. with relevant questions created by teacher.)

Students will be informed that they will be timed on how quickly and well they can answer questions.

Procedure for skimming should first be received by students. Basic procedure for skimming consists of the following:

(1) Reading all directions first
(2) Reading all questions in need of answering
(3) Focusing on important words
(4) Eliminated unimportant words, -- i.e., and, of, the, etc.
(5) Look for context clues. The same words or phrases which appear in the questions many times appear in the specific area where answers to questions may be found.

Students will be timed on paragraphs and debriefing session will occur as to ease or difficulty each student met with during this activity. Students should be encouraged to identify the questions they had difficulty in answering when skimming for information. Students should try to ascertain the reasons for the difficulty so they can better overcome it later.

Students will be given one final skimming activity (Skimming Sheet #3) as evaluation for lesson.

EVALUATION: Ability to skim for information.

SKIMMING ACTIVITY #1

W	K	H		V	K	L	S
X	L	I		W	L	M	T
Y	M	L		X	M	N	U
Z	N	K		Y	N	O	V
A	O	L		Z	O	P	W
B	P	M		A	P	O	X
C	Q	N		B	O	R	Y
D	R	O		C	R	S	Z
E	S	P		D	S	T	A
F	T	O		E	T	U	B
G	U	R		F	U	V	C
H	V	S		G	V	W	D
I	W	T		H	W	X	E
J	X	U		I	X	Y	E
K	Y	V		J	Y	Z	G
L	Z	W		K	Z	A	H
M	A	X		M	B	C	J
O	C	Z		N	C	D	K
P	D	A		O	D	E	L
Q	E	B		P	E	F	M
R	F	C		Q	F	G	N
S	G	D		R	G	H	O
T	H	E		S	H	I	P
U	I	F		T	I	J	Q
V	J	G		U	J	K	R

SKIMMING ACTIVITY #2

W	K	H		V	K	L	S
X	L	I		W	L	M	T
Y	M	J		X	M	N	U
Z	N	K		Y	N	O	V
A	O	L		Z	O	P	W
B	P	M		A	P	Q	X
C	Q	N		B	Q	R	Y
D	R	O		C	R	S	Z
E	S	P		D	S	T	A
F	T	Q		E	T	U	B
G	U	R		F	U	V	C
B	I	G		C	A	R	S
J	X	U		I	X	Y	F
K	Y	V		J	Y	Z	G
L	Z	W		K	Z	A	H
M	A	X		L	A	B	I
N	B	Y		M	B	C	J
O	C	Z		N	C	D	K
P	D	A		O	D	E	L
Q	E	B		P	E	F	M
R	F	C		Q	F	G	N
S	G	D		R	G	H	O
T	H	E		S	H	I	P
U	I	F		T	I	J	Q
V	J	G		U	J	K	R

SKIMMING ACTIVITY #3

I. Read all directions carefully before you write your answers. You will be given 4 minutes for the entire page, so work quickly. You may not ask any questions.

1. Write your name in the upper left corner of your paper.
2. Number your paper from one to fifteen.
3. Guess your teacher's height and weight. Write down your guess.
4. Count the windows in this room. Write down this number.
5. Whisper your age to yourself.
6. Call out the date of your birthday.
7. Write down the name of your best friend.
8. Yawn silently.
9. Write the first three words of the Star Spangled Banner.
10. Trace around your thumb.
11. Finish this equation 7 X 5 =
12. Print your teacher's name.
13. Draw six circles.
14. Write down tomorrow's date.
15. Do only numbers one and two.

II. Answer the following questions:

1. What question asked for the number of windows? ___
2. What question asks you for a specific date?___
3. What question deals with your best friend?___
4. What part of your body is being traced?___
5. How many circles do you draw?___

6. What question asks you to use a whisper?___

7. What questions involve your teacher?___

8. What question is "tired"?___

TYPE OF LESSON: Study Skills

LESSON #16

OBJECTIVE: Given an informative paragraph and rules for outlining the learner will demonstrate the ability to understand the procedure of outlining and put information into paragraph form.

MATERIALS: "Get A Lift Out Of Life" Article
"Accruing Dividends" outlining sheet

LENGTH OF TIME: 60 minutes

PROCESS: The teacher will inform students that s/he is in a dilemma and needs help. S/he will show students an article from a newspaper (any article from newspaper, magazine, etc. is acceptable as long as it is fairly lengthy) and say s/he must write down the key information for a friend. The problem is that s/he only has a tiny notepad (a purse size note pad will do) and doesn't know what the best method is to take down information so all points are gotten.

Allow for student brainstorming. If students don't include term "outlining" on board write down the word "outline" and ask if anyone knows term.

Teacher will discuss process of outlining and emphasize following points:

(1) Major topics are shown with Roman Numerals.

(2) Subtopics are shown with ordered letters of the alphabets.

(3) Any subtopics which need further explanation are numbered beginning with "1" and continue on progressively.

(4) Subtopics are generally written in pairs, so if there is a subtopic "A", there should be a subtopic "B" and so on.

(5) Outlines use only key words or phrases.

(6) The reader of an outline should be able to translate fairly easily the information given in that particular outline.

Teacher will have out paragraph on parachutes to students. Students will read paragraph together and class as a group will attempt to outline.

Teacher will explain "Me" outline to students who will complete for homework.

EVALUATION: Ability to understand, create and utilize outlines effectively.

GET A LIFT OUT OF LIFE

DIRECTIONS: Read the following about parachutes and then put the information into outline form.

A parachute is an umbrella or winged shaped device. It creates resistance to the air which slows down the descent of the body attached to it. Did you know that the Chinese people in the 1100's amused themselves by jumping with rigid-like umbrella structures from very high places? This may have been man's first attempt at parachuting.

Although the first successful parachute jump was made in 1783 when Sebastian Lenormand jumped from a tower, ideas for parachutes had been around a long time. Leonardo DaVinci had made many designs and sketches of pyramid shaped parachutes, but none were actually designed and tested.

In 1797, the first parachute jumpe from a balloon was made by Andre' Jacque Garnerin. He became popular all over Europe by making his breathtaking parachute jumps for audiences.

In modern times, specifically WWII, the parachute became useful in dropping supplies and troops behind the enemy lines. Flares used for nighttime reconnaissance were also dropped by parachute. Today, the parachute sill is used by the military to drop troops, food, vehicles wherever necessary. The parachute also serves as landing brakes on jet airplanes that land on airplane carriers. To slow down the speed of the plane, the parachute creates a drag force as it is opened in a horizontal position.

There are five main parts of a parachute. The pilot chute is a small canopy which is used to pull out the larger canopy. The main parachute or canopy is most commonly made of nylon. They can measure as much as 22 - 32 feet in diameter. Next come the suspension lines which run from the canopy to the harness. This is what keep the parachute attached to the "body" or "package". The harness supports the persons body by a series of straps. The all important ripcord is what causes the main canopy to inflate after it is pulled. Finally, the container or pack which holds everything except the harness.

After outline is done, teacher will take away sheet regarding parachutes. Students will be asked to give back information just from reading outline now. Teacher should emphasize that if one is not able to translate a word or phrase into a key point of information, then the students should clarify outlined points by adding more appropriate words and/or additional words.

ACCRUING DIVIDENDS
OUTLINE

Making an outline is like budgeting your money. If you use a few key words or phrases for each sub-topic, you will have a well balanced outline.

DIRECTIONS: Make an outline about yourself. Use as many sub-topics and key words/phrase as possible.

ME

I. Appearance

A. _____

B. _____

C. _____

1. _____

2. _____

II. Where found

A. _____

1. _____

2. _____

B. _____

C. _____

III. Members of my family

A. _____

B. _____

1. _____

2. _____

C. _____

D. _____

IV. Things I dislike

A. _____

B. _____

C. _____

V. Things I like

A. _____

1. _____

2. _____

3. _____

4. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

VI. Things I hope to do

A. _____

B. _____

C. _____

D. _____

E. _____

NAME_____ DATE_____

TYPE OF LESSON: AFFECTIVE

LESSON #17

OBJECTIVE: Given a discussion of stress and its effects on the body, the learner will demonstrate the ability to understand stress and analyze its effects. Given sample relaxation techniques, the learner will demonstrate the ability to reduce stress.

LENGTH OF TIME: 60 minutes

MATERIALS Graffiti charts described below
Relaxation tapes or guided fantasy described below

PROCESS: Teacher will lead a discussion on the meaning of stress emphasizing the following areas: How is stress shown? What situations are stressful? (Climate, school tests, social pressure, relationships, pollution, accidents, moving, foods, death, parents' divorce, etc.). How does stress affect the body? (Ulcers, heart attacks, psychosomatic illness, hypochondria, skin diseases, exhaustion, asthma, etc.).

After discussion students will be asked to communicate situations when they have been under the following types of stress and place responses on graffiti charts posted around the room. Personal experiences will be related on each of the following charts:

1) **Sudden Stress** (death, divorce, separation, holidays, accidents, special events, family problems)

2) **Food Related Stress** (hypoglycemia, blood sugar, food allergies, vitamins)

3) **Physical Stress** (illness, injury, prevention, infection, exercise)

4) **Environmental Stress** (air, water, land, sun, pollution)

5) **Ongoing Stress** (job/school pressures, social pressure, economic pressure, relationships)

6) **Climatic Stress** (heat, humidity, snow, rain, changes)

After students have time to discuss their responses, the teacher can then tell children that

they can have control over their bodies and states of mind by learning to relax. A discussion of relaxation techniques may follow. Teacher can then play a prepared tape or conduct a guided fantasy to help children learn a way to relax. The tape and guided fantasy are simply imaginary trips that the learner takes in his/her mind. Children use images after they relax, and these images can help develop a positive self concept about the child's own resources.

These tapes and fantasies begin with relaxation techniques such as progressive relaxation whereby the teacher asks the student to tense and relax different parts of the body at different times. Another type of Auto Suggestion whereby the teacher suggests that the students are relaxed. A third tape is a Slow Countdown from twenty to one. The teacher must give instructions slowly and clearly in a relaxed voice. Imaginary trips can be taken to the mountains or the beach. Since these tapes and fantasies must also appeal to the senses, sounds of of waves or birds can be added.

If conducted properly, these tapes and fantasies can help children relax. Children relax almost immediately. Children can then be encouraged to borrow the tapes, copy them and play them anytime they feel under stress.

At the end of the lesson a discussion should follow as to when to use tapes and relaxation techniques.

EVALUATION: Ability to understand causes and effects of stress. Ability to apply relation techniques.

TYPE OF LESSON: Study Skills - Test Taking

LESSON #18

OBJECTIVE: Given a guide and hints for successful test taking the learner will demonstrate the ability to analyze which suggestions are appropriate in a variety of test taking situations and apply three hints to an upcoming test.

LENGTH OF TIME: 50 minutes

MATERIALS: List of "Hints for Successful Test Taking" and "General Test Taking Rules".

PROCESS: Class will brainstorm a list of techniques that are helpful in test preparation. Teacher will log responses on a chart. Then she will introduce, explain and help the children to analyze "Hints for Successful Test Taking" worksheet and compare those hints to brainstormed list. (See attached sheets).

Class will then think of a test they have to take in the next week or two. Teacher will help them decide which 3 hints to apply to that test: Example: Child knows he/she is having a vocabulary test next week. Teacher can then suggest that suggest:

(1) Make flash cards with the word on one side and the definition on another.

(2) Review how your vocabulary words have been used in reading, social studies or science texts.

(3) Make a word find or other game involving your words to be learned.

Students will write down three hints which are appropriate and then carry them out by actually making the study aid. An informal evaluation can be conducted and discussed in the next lesson.

EVALUATION: Ability to analyze appropriate test taking hints. Ability to apply at least three test taking hints.

HINTS FOR SUCCESSFUL TEST TAKING (PREPARATION)

One thing you can be sure of about your "career" as a student is that you will take more and more tests every year. That's the bad news. Now there's the good news: follow the advice in this test-taker guide and you will be a better and more confident test-taker.

All good test-takers know and follow this one very important rule: to prepare for a test you must study new material and review old material every day. There is no study method, no tutor, no book, and no computer program that can prepare you for a test in one night. You must set aside time every day to study or else you will always be trying to catch up with your work.

Once you are determined to schedule regular study time every day, you can put the suggestions in this guide to work for you. There are tips on preparing for tests and on taking tests. In fact, this guide tells you how to get ready for every kind of test your teacher could possibly think of! Before you begin think back to Lesson #3 on study place, habits and skills. Some of these hints will be review and some of them will be new.

(1) Pick a definite study place with your own neat desk. Make sure there are no distractions and that your place has plenty of light. Bring everything you need before you begin. Keep track of past assignments, old quizzes, test, reports, notes, corrected homework and handouts from your teacher and keep them in your study place.

(2) Review old homework that your teacher explained. Another review could be to keep daily log of all of 5 things you learned from school each day. Before you have a test, review that log and make notes in case you need to ask questions of your teacher and parents.

(3) Make games and/or flash cards to help you memorize information like definitions of vocabulary words, math facts, names of continents, etc.

(4) Make and review outlines of material that you need. If you have written down important things you learned each day, you can make outlines from that material.

(5) Relate facts and dates to concepts and ideas. It's easier to memorize capitals and their states or country if you associate something you know about each.

(6) Learn main topics and the details under each. Know how they all relate to the subject. Keep them in outline form or any brief form so they are easy to learn.

(7) Know how to use your textbook for review. You don t need to reread the entire chapter. Here are some things you could do instead:

(a) Read topic headings our chapter headings.

(b) Study the information under pictures in each chapter.

(c) Know the information in boldface type or italics.

(d) Review all charts and graphs carefully.

(e) Use the glossary to identify any terms if necessary.

(f) Review all of the end of chapter summaries.

(g) See if you can construct and answer potential essay questions from your main themes and topics.

GENERAL TEST TAKING RULES

These general rules apply to all tests and questions. If you can think of more, please add them to the list.

TIME

(1) Find out how much time is allowed on the test before you begin. You may need to divide the number of problems into the amount of time so you can know how much time on the average to spend on each question.

DIRECTIONS

(2) Read all directions carefully. Make sure you understand the directions and ask about them if you don't. You can even try to put the directions in your own words.

QUESTIONS

(3) Make sure you understand the questions and answer only what was asked. If a question is long split it into parts. If you can't understand the question, ask yourself a similar question or try to rephrase the question. Look for clues within the question (words like all, some, none, usually, often).

GUESSING

(4) Ask your teacher if it is advisable to guess an answer or not. Find out how the test will be graded.

PACE

(5) Keep moving, if you get stuck, go on and go back to the question(s) you can't answer at the end if there's time.

ANSWERING

(6) Answer the questions you find easiest first. If you skip one, make sure that the answer you are on matches the place on the answer sheet. Be neat if you have to write the answers.

RELAXING

(7) If you have time relax before the test and for short intervals during the test. This will help your ideas to flow.

CHECKING

(8) Go back over your work and check your answers. If there are any questions you skipped, try to answer them. Find as many mistakes as you can.

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TYPE OF LESSON: Study Skills/Test Taking

LESSON #19

OBJECTIVE: Given a discussion of tests (multiple-choice, true-false, and matching) and practice with each LWDAT approach each a type most effectively.

LENGTH OF TIME: 50 minutes

MATERIALS: Descriptions and hints for each type
Practice tests

PROCESS: Class will recall the general test taking suggestions discussed in Lesson #19 and evaluate homework. They will brainstorm a list of the types of test questions they have been given this year. Teacher will explain that each type requires special skills. The class will group types where possible(choosing, objective, short answers, long answers). Class will focus on multiple-choice, true-false and matching. Class will determine helpful hints for each type (see attached sheet). Teacher will lead students to include all important aspects. Class will do examples of each type. They will discuss how they used the "hints" to meet with success.

EVALUATION: Ability to complete test examples correctly.

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TRUE-FALSE

Do early - these go quickly.

False statements often contain the words - always, none, all, never.

True statements often contain the words - usually, generally, sometimes.

Read carefully - incorrect reading leaves a false impression in mind.

First reactions are often most accurate - if you're uncertain, go with your first reaction.

Skip a question and come back to it, if you don't know the answer.

Check answers by reading the question as a true/false statement.

MULTIPLE CHOICE

Read directions carefully.

Follow directions for marking.

Eliminate answers that don't fit.

Look for **exact** answers.

Read longer answers well, they are often the correct choice.

Remember that these questions may ask you:
what you understand
what you know
to define
to reason

TYPE OF LESSON: Study Skills

LESSON #20

OBJECTIVE: Given a guide and hints for essay tests LWDAT analyze application and apply to practice test.

LENGTH OF TIME: 50 minutes

MATERIALS: "Hints For Answering Essay Questions"

PROCESS: Teacher will recall from Lesson #19 types of test questions they listed. Teacher will inform students that they will focus on essay questions. Students will be asked to tell what they know about essay questions and what problems they may encounter when answering those types of questions. Teacher will record on board. Teacher will hand out "Hints For Answering Essay Questions" and go over each step with students giving examples for each.

Based on knowledge of class and subject matter studies, the teacher will create a hypothetical essay question to be answered in class by students. Teacher will write essay question on board. Students will go through steps from "Hints For Answering Essay Questions" and apply where necessary. Students will answer essay question. Students will share answers and critique.

EVALUATION: Ability to effectively answer essay questions.

HINTS FOR ANSWERING ESSAY QUESTIONS

Here is a checklist of strategies for answering Essay Questions on test. Read each one carefully and think about whether or not you already use these steps when answering essay questions.

A. ESSAY QUESTIONS

Essay questions will help you learn, even as you write answers to them.

1. First, read any general directions carefully. Are you to answer all the questions, the first one and two others, three of the four questions? May you use both sides of the paper? If possible, underline the important words in the directions.

2. Read all the questions. Estimate the time you need to answer each, and plan you time.

3. Underline important names or dates or ideas.

4. Use illustration, diagrams, or sketches to show that you understand.

5. Give reasons for your opinions and backup statements of opinion with facts and examples. Use your own examples if you can, instead of just repeating those your heard in class.

6. Include numbers, how many, or how much. Put them in a chart, perhaps; however, don't use unnecessary information.

7. Use scrap paper to work out an outline or sketch.

8. Put one main idea in each paragraph. Use a topic sentence in a paragraph, then finish the paragraph with details, examples, illustrations.

9. Use correct vocabulary words.

10. Stick to the question.

11. Write out all the information you need for the answer in outline form before you write paragraphs.

12. <u>Don't write</u> and <u>information</u> you <u>don't need</u>. Don't confuse the length of your answer with its clearness and correctness.

13. If you run out of time and can't put all of your answers in finished essay form, outline the rest of your answer.

14. Leave space at the end of each answer, so you can add something you think of later.

15. Proofread.

B. KEY WORDS IN ESSAY QUESTIONS

1. Notice the key words in each essay question. As you get into higher grades, teacher will use more key words.

2. Learn what your teacher expects for each one. A good score may depend on how well you understand such key words as explain, discuss, outline, and state in the directions.

3. Ask your teacher for explanations if you need them.

EXPLAIN - Tell the order, use exact names, show any cause and effect, and point out any problems. Give exact details and facts to support your answer. Use the best examples and illustrations you can think of.

DISCUSS - Organize your answer in the way best suited to your explanation of the answer.

OUTLINE - Give major topics and show how they are related. Give details and show how they are related to the main topics.

STATE - Give the idea exactly, but give little detail and no illustrations.

DEFINE - Tell how the term is similar to a group to which it belongs and how if differs from others in the group.

COMPARE - Show many characteristics of each topic, and explain how they are alike and how they differ.

CAUSE AND EFFECT - Define the events, the order in which they happened, and why they happened.

SUMMARIZE - State the major points and show how they are related.

CLASSIFY - Tell how the things or topics are alike.

CRITICIZE - Show how something was good and how it could be made better.

EVALUATE - List the most important ideas and tell why they are most important. Give facts to support your answer.

C. ESSAY GRADES

As you teacher to explain the method by which your tests are graded. Below is one explanation.

A--Excellent organization. Show good understanding. The main ideas are given and supported with accurate details and examples.
B--Answer shows understanding but lacks one of the following: a major point, enough supporting details, accuracy in details, organization.
C--Average. The most important points are not presented as being important. Lacks details, accuracy, and organization.
D--Too many words which say nothing important. Too few major points and too few details. No new examples or ideas.
F--Looks as if the student didn't learn anything.

LESSON #21

OBJECTIVE: Given test taking guides, hints and examples and a test taking situation the learner will demonstrate the ability to evaluate test taking situations and note area(s) of improvement.

LENGTH OF TIME: 40 minutes

MATERIALS: Graffiti charts and markers

PROCESS: As students enter the room they will complete the following graffiti charts:

(1) Taking a test is like.....

(2) Now, when I take a test I feel....

(3) The first thing I do on a test is....

(4) While I am taking a test I remember to....

(5) One thing I keep in mind when I an answering an essay question is....

(6) One thing I keep in mind when I answer a multiple choice question is....

(7) The best strategy for me to remember when taking a test is....

(8) The area I feel improved in most is....

Children will fill out graffiti charts and an evaluative discussion will follow. This lesson will occur after achievement tests given by the school district. Children will hypothesize areas they perceive they have improved in most and then discuss reasons why.

EVALUATION: Built into lesson.

Evaluative Study of Project U.N.I.Q.U.E.
by Steven S. Kuntz, Ph.D.

Purpose of the Evaluation: This evaluative study attempts to assess Project U.N.I.Q.U.E., a program for gifted underachievers in Marlboro Township, and its effect on the academic and affective development of students participating in it.

Constraints: Certain limitations of the findings reported should be noted. In particular, the information utilized for the evaluation of the program effects were not derived from a research design, but rather were gathered for teacher and program use. As a result, it was not collected as systematically as would be expected for research purposes and suffers from some inconsistencies and incompleteness. Furthermore, time and cost constraints prohibited additional testing or follow-up studies. In spite of such limitations, there was still sufficient evidence to assess the impact of the program on those who participated in it.

Rationale: Gifted underachievers are among the most misunderstood and educationally neglected groups in American schools today. Their failure to reach full potential poses a special challenge to the education community which has heretofore been inadequately addressed.

Marlboro Township has taken a bold approach to this problem by offering a research based comprehensive program which promises to bridge the gap between aptitude and achievement in certain youngsters. Integrating student evaluation, identification, and curriculum planning, Project U.N.I.Q.U.E. recognizes the dynamics of underachievement and addresses the problem from multiple perspectives, all or each of which may be effective for different pupils. Included in the program is: a counseling component which focus on building self-confidence; a study-skills approach directed at fostering the requisite tools for academic attainment; and, an individualized curriculum which relies on identifying students' learning characteristics so as to enable teacher development of an appropriate educational program for each child.

Much of the research on underachievement suggests that early identification and intervention can be the most cost effective and successful approach to a problem where the time and effort required to reverse negative behavior patterns increases substantially with every year in school. Project U.N.I.Q.U.E., in relying on group intelligence tests and achievement scores,

uses the most common barometers for identifying the underachieving gifted, further refining the process through the inclusion of several behavioral and attitudinal scales, teacher referrals, parental nominations and student self-assessment. While it could be argued that the pool of candidates for Project U.N.I.Q.U.E. would be broader if individual IQ tests or other instruments were utilized, it is questionable whether a more parsimonious approach to student identification, diagnosis and treatment is currently available.

The strength of Project U.N.I.Q.U.E. is that it addresses a complex problem with a multi-faceted program that is both effective and efficient in its use of time, money and personnel. Its weakness, if there is one (which is most often compensated for by the commitment of the Project U.N.I.Q.U.E. instructor), is that it relies on classroom teachers to accept the premise and procedures of the program for much of its success.

The success of Project U.N.I.Q.U.E. in having a positive impact on many, if not all the individuals who participated in it, is attested to by the following analysis.

Behavior and Attitudinal Changes

A principal premise of the Project U.N.I.Q.U.E. program was that a number of attitudes towards self and behavior that reflected self, as well as study-skill areas, would have to be modified if changes in academic behavior were to occur. Teacher observation, annecdotal records, parental feedback and student self evaluations were called upon to assess behavioral and attitudinal perspectives on each pupil prior to their involvement in the program and to gain an appreciation of the program's effects after treatment.

Students selected for Project U.N.I.Q.U.E. displayed, upon entering the program, many of the characteristics common to gifted underachievers, including poor self image, inappropriate classroom behavior, difficulties socializing at home and in school, and counterproductive work habits. The formal method for assessing behavioral changes was the teacher-modified University of Wisconsin Student Evaluation Scale which called for teacher observation of students on a number of behavioral characteristics. Upon post assessment of Project U.N.I.Q.U.E. students, across grades, positive gains were registered on all scales with the greatest improvement recorded in areas directly addressed in the program (See Rank Order):

Self confidence (1)
Task commitment (2)
Dependability (3)
Alertness (attentiveness) (4)
Ambition (5)
Leadership (6)
Curiosity (7)
Judgement (8)
Creativity (9)

Parent and student evaluations of the student on a similar scale proved considerably congruent with the teacher assessments and showed positive student gains in peer relations, self esteem, adult relations, and academic performance.

Improvement in study skills was also attested to through a self evaluative instrument, the teacher adapted "Checklist of Study Habits and Skills", which showed positive gains in the areas of information gathering, following directions, attitudes and cooperation. Observations of classroom behavior and parental responses on a similar measure suggests that the students' assessments were valid.

By the end of the first year there were only a few youngsters who were not better applying themselves to their academic tasks or reporting a more positive attitude towards school, family or peers. Clearly there is an interactive relationship between attitude towards self, others, and school. Most importantly, as self confidence and work habits improved, greater academic achievement became increasingly possible for each youngster.

Academic Achievement

The major goal of Project U.N.I.Q.U.E. was a reduction in the gap between potential and actual levels of achievement. Standardized achievement tests and report card grades provided a clear indication that Project U.N.I.Q.U.E. made a significant difference in students' progress academically.

Students were administered the California Achievement Test prior to their participation in the program and an equivalent form of the test (as a post-test) less than one year later. Mean achievement scores for the target population, as measured in year's growth on the total battery, averaged over individuals, showed an increase of 1.85 years after the treatment. More remarkably, 88% of these youngsters showed an average gain of 2.36 years during this time period. Thus, the program can be considered to produce substantial positive growth for most pupils, a major accomplishment in dealing with students who historically have failed to live up to expectations.

Using a random sample of students, an actual post-test comparison to predicted post-test scheme of data analysis using a t ratio was employed to determine if students' rate of growth was statistically significant. Since the computed t value of 2.496 was greater than the tabled value of 2.26 at the .05 level of probability, it could be inferred that the target population achieved beyond expectations in the Project U.N.I.Q.U.E. program. These findings clearly support the program as leading to levels of academic attainment that would not have been possible without Project U.N.I.Q.U.E.

Report card grades provide convincing evidence as to the success of the student contracts in the program. In examining the pattern of changes in report card grades for contracted subject areas versus non contracted areas, it was concluded (χ^2 value was significant at the .01 level) that there was a significant difference between the grade changes for contract areas than non contract areas. In particular, students were found to do better in subjects they contracted for (Median improvement, 1 letter grade) than in areas they did not contract in (Median improvement, no grade change).

In summary, it could be said that the academic achievement of students in Project U.N.I.Q.U.E. provides convincing evidence that the methodology employed was effective in reversing early patterns of underachievement among gifted youngsters. The improvement in academic attainment was reflected in the transitions of pupils at the end of the first year which coincided with the goal of planned obsolescence for Project U.N.I.Q.U.E. Seventeen of the 3rd and 4th graders involved in the program (5th graders exited the school) were returned to the schools' Gifted and Talented programs after one year, nine went back to regular classes ultimately to be retested, and four continued with Project U.N.I.Q.U.E. the next year.

Conclusion

The collected information has confirmed that Project U.N.I.Q.U.E. has a positive impact on many, if not all the individuals, who participate in it. In particular, it helps to bridge the gap between aptitude and achievement for one of our most valuable resources. If America is serious about developing this precious resource, its gifted and talented youth, it must extend its commitment to those among them who are not reaching their full potential.

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